

ASIAN ART MUSEUM - CHONG-MOON LEE CENTER FOR ASIAN ART AND CULTURE

# Bridge Program Evaluation

Phase 1 Baseline Report | March 2010

This report was a collaboration between **Dana Powell Russell, Ed.D.**, *Independent Evaluation Consultant*, and the **Institute for Learning Innovation**.

While the work is presented in a single report, please use the following instructions when citing from report:

Citing from the Results, Focus Group Results section (p.53 to p.59):

Powell Russell, D. (2009). The Asian Art Museum's Bridge Program Evaluation: Focus groups. Unpublished research report. San Francisco, CA.

Citing from the Results, Survey Results section (p.18 to p.52):

Yalowitz, S., & Ong., A. (2009). The Asian Art Museum's Bridge Program Evaluation: Online Teacher Survey Baseline Study. Unpublished research report. Edgewater, MD.

Citing all other sections of the report:

Please include both of the citations above. For example:

The study used two methods, focus groups and online surveys, to gather data (Powell Russell, 2009; Yalowitz & Ong, 2009). [then list both references above]

# Executive Summary

## About the Bridge Program

The Asian Art Museum of San Francisco received a major grant from the Bank of America Charitable Foundation to launch its new Bridge Program, a series of initiatives to update and expand the museum's educational resources and programs with an emphasis on K-12 teacher and school programs, new outreach programs to teens in the local community, and an expanded website. The museum seeks to position itself as a major resource for teaching about Asia. This study is the first step in defining the course of action needed to fulfill this vision. The Bridge Program will be implemented over a 4-1/2 year period, and aims to serve thousands of local, regional, statewide, and national stakeholders in the arts, education, and Asian Studies communities.

## Rationale

As the global impact of Asia in the 21st century continues to grow, new resources are needed to help teachers provide quality education about Asia in the nation's schools. Yet, due to lack of funding, instructional materials and up-to-date professional development opportunities, teachers often have little support and few resources to enrich their curriculum. In fact, a study published by New York's Asia Society entitled *Asia in the Schools: Preparing Young Americans for Today's Interconnected World* (2001), revealed that although many schools incorporate Asia into their curriculum, instructional materials on Asia "is outdated and superficial or, even worse, distorted and inaccurate" (2001:7). The study also found that although teachers often strive to incorporate teaching about Asia into their curriculum, "they must do so without adequate background [information]" and there are few professional development opportunities to update and enhance their knowledge (National Commission on Asia in the Schools, 2001:7). That said, museums—having increasingly positioned themselves as educational resources—have the potential to fill the gaps left by the inadequate resources on Asia in schools throughout the nation. The Asian Art Museum seeks to spearhead efforts to fill these gaps through its Bridge Program.

## Purpose of the Study

The Asian Art Museum hired two independent evaluators to design the online survey and facilitate focus groups to gauge teacher needs for curriculum and programs on Asian art and culture, and to discover how the Asian Art Museum's current materials and programs are perceived and used by the K-12 community. The study will inform the museum on how it can strengthen the reach, usability, and impact of its educational programs and resources through its Bridge Program. Interim and summative data will also be collected as the Bridge Program unfolds, with the intent of measuring progress against the baseline results and toward program goals and objectives.

## Participants

The target audience for this study were K-12 teachers and administrators. Approximately half of the participants had participated in a program at the Asian Art Museum and were from the museum's established mailing list, while the other 50% were from the mailing lists of local, regional, state, and national partner organizations in the fields of Asian Studies, History/Social Sciences, the Visual Arts, and K-12 education. The majority of participants taught in a public or private school in the Greater Bay Area, with more than one-third teaching in San Francisco City and County and 9% taught in another state. Participants were most likely to teach secondary school, and the most common subject areas taught were History/Social Science and English/Language Arts. This was also a very experienced group of teachers; the majority had been teaching 10 or more years. Twenty-three K-12 teachers participated in the focus groups, of whom 22 had completed the online survey.

## Methods

This mixed-methods cross-sectional study collected data through an online survey and three focus groups. The Asian Art Museum chose the former method to gather quantitative information and the latter to gain qualitative information in order to establish an expansive breadth of baseline data for use in follow-up studies. The Institute for Learning Innovation (ILI) designed the online survey instrument and developed the online survey questions in collaboration with the Asian Art Museum's education department staff. Focus groups were conducted by Dana Powell, Ed.D., Independent Evaluation Consultant, in order to elicit the in-depth explanations from teachers that could not be derived from the online survey instrument.

**Online Survey.** Invitations to complete the online survey were sent via standard mail and email to the Asian Art Museum's established mailing list, and an email invitation was sent via local, regional, state, and national partner organizations in the fields of Asian Studies, History/Social Sciences, the Visual Arts, and K-12 education. The intent was to achieve a significant number of respondents from the San Francisco Bay Area, while also gleaning input from interested educators and potential new audiences state and nationwide. Invitations were reportedly sent to a total of 22,684 individuals. A total of 420 teachers completed the online survey for an overall response rate of less than 1%. The low percentage could have been due, in part, to the number of individuals reported by the partner organizations, as the individuals reported may have represented the number of people on their email lists rather than the number of people who received the email. Another possible explanation is that a high number of distribution partner emails were sent out to a broad audience, and many recipients did not complete the survey since it did not appear applicable to their needs or interests. Indeed, response rates for the museum's established mailing list was 5% for standard mail and 27% for email, which is significantly higher than the response rate of less than 1% for the distribution partners. The significant difference in response rates could have been due to the fact that people on the Asian Art Museum's established mailing list tend to be more invested in the museum's programs and resources, and therefore more likely to respond. Appendix D in the full report lists the partner organizations who participated in the dissemination of the online survey invitation. See Appendices A - C for the invitations sent, and see Appendix E to view the questions from the online survey.

**Focus Groups.** Focus groups were conducted for Elementary (K-5), Secondary (6-12), and Prospective (K-12) users of the Asian Art Museum's education resources and programs for teachers, for a total of three focus group sessions. These sessions were designed to address aspects of the research questions that were not easily addressed via the online survey, and to elicit more elaborate responses. The three 2-hour focus groups were conducted on Saturday, March 28, 2009, at the Asian Art Museum, and participants received resource materials as a thank you gift for their participation. The focus groups were documented in both written and audio formats, and the resulting data was analyzed using

standard content analysis methods. These data and analyses were synthesized with the online survey results for the purposes of interpretation and the formation of conclusions and recommendations in this report.

## Main Findings

In the online survey, we hoped to gain a broad understanding of the following: 1) how teachers sought and used supplementary materials, 2) whether and how they use visual arts in their teaching, 3) whether and how they teach about Asia, 4) whether and how they have participated in Asian Art Museum programs and/or used its materials, and 5) how materials might be developed in the future to better meet these teachers' needs. We have outlined the main findings from both survey instruments by the following categories, which parallel the structure of how we asked teachers for their feedback in the online survey (the entire survey and full report are available at: [www.asianart.org/researchpapers.htm](http://www.asianart.org/researchpapers.htm)):

- Supplementary Teaching Materials in the Classroom
- Visual Arts Materials in the Classroom
- Teaching About Asia in the Classroom
- Materials from the Asian Art Museum
- Program Participation at the Asian Art Museum
- Making Teacher Materials More Useful

**Supplementary Teaching Materials in the Classroom.** Teachers were likely to say that, regardless of the content, whether from a museum or other education institution, they preferred to receive suggested classroom activities and background information for specific topics. Following this, teachers requested comprehensive units. They also mentioned that they were much more likely to modify the materials rather than use them “as is.” In looking for materials, teachers said the internet was the most common method for finding information, although they also consulted with other teachers for resource recommendations. Once they find the materials, they use a combination of contacting the source directly and by going online; there is a slight preference toward contacting the source directly, with email being the most common of all the contact methods.

**Visual Arts Materials in the Classroom.** Educators surveyed use and teach Visual Arts in a more integrated manner in the classroom rather than as a stand-alone. They are most likely to get the materials from the internet, followed by print publications, teachers/colleagues, and from museums. They use these Visual Arts materials for a variety of classes, including History/Social Science, English/Language Arts and the Visual Arts. While online was a trend in identifying, requesting and acquiring materials, there was a strong preference for receiving both online and physical materials. The most common online materials being used are downloadable .pdf files, searchable image databases and online video clips.

**Teaching about Asia in the Classroom.** The majority of teachers cover content about Asian art, history or culture in areas related to History/Social Sciences, Visual Arts and English/Language Arts. Teachers were more comfortable teaching about East Asia (China, Korea, and Japan) or about Asia in general, compared to other regions of Asia. Only a little more than a quarter felt strongly that the materials about Asia they were currently using the classroom were useful. This seems to suggest that the Asian Art Museum can fill this gap by providing specific materials.

**Materials from the Asian Art Museum.** In this group, 38% had used the Asian Art Museum's materials in their classrooms. Of this group the large majority had heard about the materials as a result of participating in an Asian Art

Museum program, suggesting that there may be room to raise awareness of museum's educator materials through other avenues. The various educator resource packets were the resource they were most likely to have used. Across all of the K-12 materials produced by the museum, teachers were most likely to have been using teacher packets for seven or more years. They saw these materials as being most useful for providing accurate information, opportunities for personal and professional growth, and aligning with the state of California content standards. For those who had not used the materials the main reason was that they simply weren't aware of the materials, and suggested email as the best means for communicating with them about the materials. When given a list of specific topics to receive more information, the two most chosen were East Asia and Multiculturalism.

**Program Participation at the Asian Art Museum.** Sixty percent of the teachers had participated in one of five specific Asian Art Museum school and teacher programs (docent-led school tour, storytelling school tour, self-guided school tour, teacher workshop, and adult program). By far the main reason for not having participated in at least one of these programs was not being aware of them. Greater awareness, in addition to cost offset and greater availability, were seen as the factors that would encourage higher participation in the on-site programs. Teachers who had participated in the programs tended to have done so for many years and rated the experience as very positive. Suggestions for improving the program were to have more content variety, additional program formats and more pre- and post-program support for the teachers.

**Making Teacher Materials About Asia More Useful.** Teachers reported that they needed more instructional support to teach about Asia. When looking specifically at the materials about Asian art, history and culture, they identified a need for more content types/format, support for use, content depth, age-appropriate information, classroom-ready materials and more content in general. Asked specifically about improving the Asian Art Museum's teacher materials, suggestions included having more content (background information), increasing awareness, making it more appropriate to their grade level, and easier to access.

## Conclusions and Recommendations

This research resulted in a great deal of detailed information, which museum staff will be utilizing in revising existing programs and materials and planning future ones. All the detailed conclusions and recommendations may be viewed in the full report available at: [www.asianart.org/researchpapers.htm](http://www.asianart.org/researchpapers.htm)

In broad strokes the following three key findings will direct the museum in implementation of the Bridge Project:

1. Teachers are asking for more resources on new topics and in a range of formats. Seventy-five percent of the teachers in our sample reported that they teach about Asia, but only 32% of these felt they had adequate resources. In addition, there is low awareness of Asian Art Museum materials--only 38% of teachers in this study had used them.
  - Museum staff will be developing new resources with teacher preferences in mind and we will incorporate teacher feedback at key points in the development of new content to ensure relevance and to stay abreast of shifting requirements and needs.
  - The museum must do more outreach and promotion of its resources.
2. Teachers use the Internet in their search for supplementary materials, but also continue to have a preference for materials in print form.

- The museum is currently working on developing a searchable online database for its resources so that teachers may more easily find and download out content.
  - Future curriculum units will be developed for both online and print production.
3. Teachers desire and need more professional development opportunities to enhance and refresh their content knowledge and learn about new content sources and ways to use them.
- The museum will ramp up its programming focusing on teachers to:
    - increase the number of in-service training opportunities at the museum and partner institutions
    - provide more networking opportunities for teachers at the museum and in online communities

Of use to anyone creating supplementary content for teachers were the following findings:

- **Visual Arts in the classroom:** We found that our survey respondents use Visual Arts in a more integrated manner than as a subject in and of itself. This is partly a function of our sample drawn largely from teachers already using Asian Art Museum materials, many of whom are History/Social Science teachers, but may also stem from a lack of familiarity across the board with Asian art versus Western art. There are opportunities for all art museums to design multidisciplinary resources for teachers of a range of subjects.
- **Time crunch to adapt materials:** Teachers in the focus group reported that they have little time to adapt materials beyond their textbook, suggesting the need to create museum materials with tiered information that can be easily modified by teachers.
- **Materials for students:** Teachers reported a desire for quality materials that would be accessible not only to them but to their students, suggesting that materials be developed with younger audiences in mind.
- **Correlation between training and adoption of materials:** The majority or 75% of teachers who reported using Asian Art Museum materials (representing 38% of all survey respondents) 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, and also suggests the need to reach out to junior teachers and pre-service teacher training programs.

In addition to the detailed information about teacher needs and preferences, this study has another benefit for the museum. It has elevated awareness amongst teachers who received and participated in the survey. Teachers were asked to opt in to receive updates from the museum. We now have an up-to-date and expanded database of teachers, who have expressed interested in receiving museum updates. From this list we have invited teachers to participate in an advisory group to share their insights with museum staff on a project by project basis. With a greater sense of teacher needs and desires as divulged in this research, the Asian Art Museum is better positioned to serve the teaching community with its Bridge Project initiatives.

*End of Executive Summary*

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# Context

## Asian Art Museum Overview<sup>1</sup>

The Asian Art Museum is one of the largest museums in the Western world devoted exclusively to Asian art. The museum's magnificent and priceless 17,000-object collection spans 6,000 years of Asian history and encompasses the art and cultures of all the major countries and traditions of Asia. Over the years, the museum has organized and hosted dozens of large exhibitions of international stature featuring prized works of art from China, India, Indonesia, Japan, Korea, Mongolia, the Philippines, Thailand, Tibet, and Turkey.

Opened in 1966 as a result of a gift to the City of San Francisco by industrialist Avery Brundage, the museum reintroduced itself as a major international institution with the debut of its new building in San Francisco's Civic Center in 2003. Since then, more than 1.5 million visitors have viewed the collection and special exhibitions and participated in public and education programs.

Through an annual schedule of exhibitions and programs, the museum plays an active leadership role in introducing audiences to Asian art and culture. The museum uses its resources to make Asia accessible to a diverse and rapidly expanding Asian-descendant populace searching for a meaningful and comprehensible connection to its cultural heritage, and to a non-Asian populace wishing to be introduced to traditions and cultures that play an increasingly prominent role in international affairs.

## Education Programs and Resources at the Museum<sup>2</sup>

The Asian Art Museum is a vital resource for K-12 educators in teaching a multicultural and interdisciplinary curriculum. From its collection dedicated solely to Asian art, students can discover how the many cultures of Asia came to interact and influence one another, exchanging inventions, belief systems, and cultural aesthetics through the shared language of visual art.

The majority of the objects at the Asian Art Museum bear deep symbolic and religious significance for the individuals and cultures that made them. Such objects, many originally created for ritual and ceremonial purposes.

Multicultural and interdisciplinary curriculums that use museums as places of learning bring extraordinary depth and context to content taught in the classroom. The education programs at the museum have been specially designed for teachers to facilitate such learning through a variety of teaching strategies, supporting thematic, chronological, culture-intensive, and cross-cultural approaches.

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<sup>1</sup>Bridge Program Request for Proposals (Asian Art Museum, 2007).

<sup>2</sup>Asian Art Museum Educator's Guide (Asian Art Museum, 2003).

**School Tours.** The Asian Art Museum offers a variety of interactive docent-led and storyteller-led school tours for students in grades 1-12. The tours are designed to address diverse learning styles and to complement the State of California's History/Social-Science, English/Language Arts, and Visual Arts Content Standards. Teachers receive a pre-visit packet with each tour that includes activity suggestions designed to enhance the students' museum experience. School tours at the Asian Art Museum are available to schools at no cost. The museum primarily serves public and private schools in the Bay Area (San Francisco, Marin, the Peninsula, the South Bay, and the East Bay). Annually, the museum serves an average of 16,000 school children through school programs.

**Educator Workshops.** The museum conducts workshops throughout the year designed for K-12 educators. Teachers are invited to enjoy lectures presented by scholars in the field of Asian art and history, take docent-led tours of the permanent collection or the special exhibitions, and participate in hands-on art demonstrations and cultural performances. Attendees receive an educator resource packet that includes background information regarding a specific theme or culture, and suggested lesson activities.

**Educator Resources.** The museum offers a variety of educator resources on Asian art, history, and culture, including curriculum guides, children's literature, videos, and educator resource packets (with image CDs) designed to complement the California History/Social Science, English/Language Arts, and Visual Arts Content Standards. Over the past ten years, the museum has produced approximately twenty curriculum packets, each launched with an educator workshop. The resources are available for loan, purchase, or download.

## Literature Review

The Institute for Learning Innovation (ILI) conducted a literature review to serve as a baseline of understanding for the Asian Art Museum's Bridge Program. The specific goals of the literature review were to:

1. Survey the state of teaching about Asia in the nation's schools
2. Examine the relationship between schools and both museum and art education
3. Inform the Bridge Program about methodologies/best practices for the evaluation study

The literature review served as a means to understand the state of teaching about Asia on a national scale. The parameters for the literature review were broadened to include studies on museums and art education in order to understand the role the arts and museums can play as conduits for education about Asia.

**Asia in the Curriculum.** Teaching about Asia is mandated by the California State Board of Education, and is outlined in the state's History/Social Science Content Standards for K-12 schools; however, content standards on Asia have not been adopted by a number of other states, which has contributed to the lack of resources and support for teaching about Asia across the nation. In accordance, New York's Asia Society published a 2001 report entitled *Asia in the Schools: Preparing Young Americans for Today's Interconnected World* in which the Society analyzes the strengths and weaknesses of current teaching and learning about Asian and Asian American topics in K-12 schools. This study showed a significant gap between what Americans think they need to know about Asia and the resources made available to schools to support this learning. In the first part of the study, telephone surveys revealed that 82% of the 810 adults and 74% of the 1,012 college-bound students interviewed believe in the strong connection between Asia and America's future and subsequently the importance of teaching about Asia in schools and providing educators with professional development in this topic area (National Commission on Asia in the Schools, 2001:18). The 303 teachers representing 39 states surveyed in this study reported that K-12 Asian Studies curriculum is neither comprehensive nor valued, that teaching materials are outdated and biased, and that there are few, if any, opportunities for professional development in

this topic area (National Commission on Asia in the Schools, 2001:26-29). The report did note that cultural institutions like museums can make a positive impact on promoting the study of Asia in schools and provide rich materials for teaching about Asia (National Commission on Asia in the Schools, 2001:62).

**Museum Education.** These are broad survey articles or reports published by large organizations such as Institute for Museum and Library Services (IMLS), Museum-Ed.org, SRI International, Asia Society, and National Art Education Association (NAEA). They discuss topics ranging from museums and education to Asia, as a topic, in curriculum.

*True Needs True Partners: Museums Serving Schools*, published by IMLS provides highlights from their 2000/2001 survey of 367 museums across the country. The report found that partnerships between museums and schools are increasing—by 70% over the past 5 years—and that the museums surveyed have cumulatively spent over one billion dollars on K-12 education programs over the online survey period (Institute for Museum and Library Services [IMLS], 2002:1-2). The report also shows that museums realize the importance of curriculum alignment and are providing more educator resources and developing more programs that support curriculum standards (IMLS, 2002:10-11).

To further delve into this finding, Museum-Ed.org conducted an online survey with 85 art museums and documented the breadth of education programs offered by these institutions. The research found that every museum surveyed provided K-12 programs beyond a school tour with 86% offering programming materials [84% pre-visit/65% post-visit], 54% conducting in-school extension programs, and 91% of museums offered teacher training opportunities (Wetterlund and Sayre, 2003:6-8).

In 2006, SRI International embarked on a multi-pronged research study—incorporating school surveys, case studies, and statewide data analysis—that culminated in a detailed report describing the state of arts education in California. *An Unfinished Canvas* concluded that 89% of the state's K-12 schools fail to offer standards-based course of study in all four arts disciplines—Music, Visual Arts, Theatre, and Dance, and that arts facilities and materials are lacking in most schools and that art educator training is limited if not entirely unavailable (Woodworth, et al., 2007:xiii). The report describes challenges evident from elementary to high school, outlines the disparate access students have to arts education, and recommends to state policy-makers, school/district leaders, and parents an action plan of how to improve this situation.

**Art in Curriculum.** In articles published in *Art Education: The Journal of the National Art Education Association*, authors discuss the interdisciplinary approach to incorporating art into curriculum and how art contributes to learning about history, science, biology, and current events (Carpenter, 2002; Lew and McLure, 2005). While they promote the inclusion of art into school curriculum and discuss how art can align with curriculum standards, these articles show that there is no prescribed way in which this integration should occur.

**Art Museums and Curriculum.** In seeking articles that linked art museums with schools, a number of research studies emerged that described multi-year, multi-visit programs. As published in *Journal of Museum Education* and *Art Education: The Journal of the National Art Education Association*, these research studies conducted at the Isabella Stewart Gardner Museum in Boston (Burchenal & Grohe, 2007), Guggenheim Museum in New York (Downey, Delamatre, & Jones, 2007), and National Gallery of Art in Washington, DC (Witmer, Luke, & Adams, 2000), explore the relationship between art museum visits and school curriculum, and discusses various outcomes. Studies conclude that programs that involve multiple visits to art museums can have a positive impact on a student's critical-thinking skills, and their ability to consider and discuss not only the artwork itself but themes and ideas within the art and expression.

**Professional Development (Art and Teacher).** Literature in this area consists of a combination of articles and research findings that focus on professional development as part of arts education and integration of art into classroom curriculum. While published by various sources ranging from large organizations like SRI International to university

newsletters, each provides some insight into how K-12 educators can integrate arts into their curriculum in order to enhance learning in other subject-areas.

In a follow-up study to their initial report *An Unfinished Canvas*, SRI International used a combination of teacher surveys, onsite school visits/teacher interviews, and data from the California Department of Education to investigate the system for training and preparing classroom teachers in standards-aligned arts instruction. The report finds that teachers lack the preparation to teach art and have little subject-matter knowledge in art, that art is not adequately supported in schools, and that teachers are often left to their own initiative in terms of professional development (Guha, et al., 2008:x-xii). The other articles illustrate different initiatives undertaken to provide teacher support. In Ohio, public school teachers embarked on a five-year effort to integrate arts into the classroom and promoted inquiry-based curriculum practices where teachers took on the role of facilitator, not educator (Daniel, Stuhr, & Ballengee-Morris, 2006). Cornell University offers a two-day workshop for K-12 educators called "Teaching World Culture Through Art" in which the university offers its faculty resources to assist teachers in the learning how art-making strategies can be applied in their classrooms (Rokitka, 2007). An InSites report sponsored by the Freeman Foundation describes how K-12 educators can benefit from technology-based professional development (InSites, 2008).

**Summary.** The literature suggests that while there is value and interest in integrating both arts and Asian Studies content into K-12 school in the United States, there is little support for schools and educators to effectively teach this material to their students. Lack of funding, supplies, standards, and professional development hinder systematic progress, and successful programs are often accomplished through the initiative of an individual educator. That said, there is evidence that suggests the growing use of museums as supplemental teaching resources that can provide educators with a means of expanding their reach into both art and teaching about Asia. As demonstrated by the number of museums that offer educational programs, materials, and training to K-12 teachers, museums appear committed to developing strong partnerships within their community. Moreover, as one of the few states with content standards on Asia, the state of California plays a leading role in defining the quality of resources and teaching about Asia across the nation.

## Purpose of the Study

Within this context, the Asian Art Museum has the opportunity to address teacher needs and interests by re-envisioning and repositioning its education programs and resources. The present Phase 1 study was conducted for three main purposes:

- To provide baseline numbers by which to measure gains in these areas during the grant period.
- To gain a richer understanding of teacher needs regarding the use of Asian art materials in the classroom.
- To gather feedback on how to improve the museum's existing school programs, educator workshops and materials.

Interim data will be collected as the Bridge Program unfolds to aid in the development and refinement of the programs and resources. Toward the end of the grant period, the museum intends to conduct a summative study to compare the project results to the baseline measures represented in this report, indicating in which area the project has yielded positive increases in specific outcomes.

The following research questions framed the baseline study:

1. To what extent do teachers already use the Visual Arts to teach history, culture, religion, and other school subjects?
2. Which other programs and resources about Asia are teachers using in their classrooms, and what is their assessment of them?

3. To what extent do teachers feel effective in their current approaches to teaching about Asia?
4. To what extent are teachers aware of the Asian Art Museum's education programs and resources for teaching about Asian art and culture in their classrooms?
5. Which teachers are currently using the museum's programs and resources; how and why do they use them?
6. What are the perceived barriers for those who are not currently using the museum's programs and resources?
7. What content is of highest priority, and what is the most effective way for the programs and resources to be formatted, delivered, and accessed?
8. What would make the current programs and resources more useful for teachers?

# Methods

This mixed-methods cross-sectional study collected data through an online survey and three focus groups. The Asian Art Museum chose the former method to gather quantitative information and the latter to gain qualitative information in order to establish an expansive breadth of baseline data for use in follow-up studies. The Institute for Learning Innovation (ILI) designed the online survey instrument and developed the online survey questions in collaboration with the Asian Art Museum's education department staff. Focus groups were conducted by Dana Powell, Ed.D., Independent Evaluation Consultant, in order to derive the in-depth explanations from teachers that could not be elicited by the online survey instrument. The evaluators analyzed their data and wrote their respective sections of the report. Dana Powell, Ed.D. combined the sections into the cohesive report.

## Online Survey Methods

An online survey was used to gather quantitative information from teachers at the local, regional, statewide, and nationwide levels, with an emphasis on the Greater Bay Area region. There were three main ways of distributing the invitation to participate in the online survey:

- Standard mail, past participants – A mailed/postage invitation sent to a list the Asian Art Museum had of teachers who had previously participated in educator workshops (n = 650).
- Email, past participants – An email invitation, through the museum's email distribution program (AsiaNotes for Educators), sent to teachers who had previously participated in the museum's educator workshops (n = 700).
- Email, distribution partners – An email invitation sent to partner school districts, associations, and institutions that distributed the online survey to their teacher lists. These teachers may or may not have participated in the museum's educator workshops (n = 21,324).

The intent was to achieve a significant number of respondents from the San Francisco Bay Area, while also gleaning input from interested educators and potential new audiences nationwide. Invitations were reportedly sent to a total of 22,684 individuals. A total of 420 teachers completed the online survey for an overall response rate of less than 1%. The low percentage could have been due in part to the number of individuals reported by the partner organizations, as the individuals reported may have represented the number of people on their email lists rather than the number of people who received the email. Another possible explanation is that a high number of distribution partner emails were sent out to a broad audience, and many recipients did not complete the survey since it did not appear applicable to their needs or interests. Indeed, response rates for previous museum program participants was 5% for standard mail and 27% for email, which is significantly higher than the response rate of less than 1% for the distribution partners. The significant difference in response rates could have been due in part to the fact that previous museum program participants tend to be more invested in the museum's programs and resources, and therefore more likely to respond. Appendix D in the full report lists the partner organizations who participated in the dissemination of the online survey invitation. See Appendices A - C for the invitations sent via email, and see Appendix E to view the questions from the online survey.

## Online Survey Participants

Of the 420 teachers who responded to the survey, most taught in the Greater Bay Area, with more than one-third (39%) teaching in the San Francisco City and County. Another 14% taught in Alameda County, 8% were in Santa Clara County, and 7% were in San Mateo County. Nine percent of respondents taught in a state other than California, most likely due to the distribution partner sample. The large majority of teachers were at either a public school (traditional, 76%; charter, 3%) or a private school (18%). This was a very experienced group of teachers; almost two-thirds (63%) had been teaching ten or more years, and only 8% had been teaching fewer than four years. Of those who taught secondary school, the most common subject areas taught were History/Social Science (63%) and English/Language Arts (50%). When broken down by both subject area and grade level, participants tended to teach History/Social Science (16%) and English/Language Arts (13%) for grade 6, and History/Social Science (13%) for grade 7. History/Social Science was the most common subject taught for grade 10 (13%), grade 11 (13%) and grade 12 (12%).

Participants, for the most part, were evenly represented elementary (K-5), middle (6-8), and high school (9-12) teachers.

Category	Frequency	Percent
<b>Elementary School Teachers (K-5)</b>	<b>160</b>	<b>38%</b>
Who teach English/Language Arts	118	74%
Who teach History/Social Science	120	75%
Who teach Visual Arts	88	55%
Who teach Performing Arts	44	28%
<b>Total Middle School Teachers (6-8)</b>	<b>149</b>	<b>36%</b>
Who teach English/Language Arts	76	51%
Who teach History/Social Science	97	65%
Who teach Visual Arts	55	24%
Who teach Performing Arts	14	9%
<b>Total High School Teachers (9-12)</b>	<b>155</b>	<b>37%</b>
Who teach English/Language Arts	28	18%
Who teach History/Social Science	66	43%
Who teach Visual Arts	40	26%
Who teach Performing Arts	8	5%
<b>Total respondents</b>	<b>464</b>	

**NOTE:** Participants who taught multiple subjects within a single school classification (e.g., elementary) were only counted once; however, 10% of participants taught grades in more than one school classification and could choose more than one subject, resulting in percentages that total more than 100%.

## Focus Group Methods

Focus groups<sup>3</sup> were conducted with current and prospective users of the Asian Art Museum's education resources and programs for students and teachers. These sessions were designed to gain qualitative data to address aspects of the research questions that were not easily addressed via the online survey, and to elicit more elaborate responses.

<sup>3</sup> Focus Group: A qualitative measurement method where input on one or more focus topics is collected from participants in a small-group setting where the discussion is structured and guided by a facilitator (Trochim & Donnelly, 2007:G-3).

## Focus Group Participants

Focus group participants were engaged using Group Facilitation Methods developed by the Institute for Cultural Affairs, specifically the “Focused Conversation” and “Consensus Workshop” methods.

The online survey invited respondents to volunteer for the focus groups, and a stratified random sampling<sup>4</sup> method was used to select and confirm up to 36 total volunteers to participate in three subgroups: Elementary Users (K-5), Secondary Users (6-12), and Prospective Users (K-12). Each randomly selected volunteer was invited to participate via email (with no more than two follow ups by email or telephone combined).

As focus group participants were confirmed in each subgroup (some did not respond, declined, or were not available), a few of their key indicators were recorded into the appropriate subgroup matrix. These indicators were drawn from the raw online survey data.

### Subgroup Matrix Categories

Participant Code	Grade Level(s)	Subject(s)	Years Teaching	School Type	Location	Visual Arts Usage	Asian Art Usage	AAM Usage
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As each matrix was populated with confirmed participants, the random selection process became more stratified (e.g., if 6th grade teachers were well represented, the focus shifted to random selection of other grade levels). This process continued until the groups reached capacity, or recruitment time ran out, whichever came first. The Elementary User Group (K-5) confirmed 6 participants in advance, 5 of whom attended the actual focus group. The Secondary User Group (6-8) confirmed 13 participants, and 10 attended the focus group. The Prospective User Group (K-12) confirmed 12 participants, of whom 8 attended. A total of 23 K-12 educators took part in the focus groups.

The focus groups were documented in both written and audio formats, and the resulting data were analyzed using standard content analysis methods.<sup>5</sup> These data and analyses are synthesized with the online survey results for the purposes of interpretation and the formation of conclusions and recommendations in this report.

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<sup>4</sup> Stratified random sampling: A method of sampling that involves dividing your population into homogenous subgroups and then taking a simple random sample in each subgroup (Trochim & Donnelly, 2007:G-9).

<sup>5</sup> Content analysis: The quantitative and/or qualitative analysis of text documents for the purpose of identifying patterns in the text (Trochim & Donnelly, 2007:G-2).

## Focus Group Structure and Protocols

Focus group participants were engaged using Group Facilitation Methods developed by the Institute for Cultural Affairs, specifically the “Focused Conversation” and “Consensus Workshop” methods.<sup>6</sup> Each focus group used a similar structure, but with distinct questions that pertained to each subgroup. All focus group participants were encouraged to bring examples of non-Asian Art Museum produced resources to the focus group and discuss what they found useful about the resources; review and assess the Asian Art Museum’s existing educator resources; and discuss resources they would like the Asian Art Museum to offer.

Elementary Users (K-5)	Secondary Users (6-12)	Prospective Users (K-12)
<p><b>Overview/Purpose of Study Introductions</b> (5 minutes)</p>	<p><b>Overview/Purpose of Study Introductions</b> (5 minutes)</p>	<p><b>Overview/Purpose of Study Introductions</b> (5 minutes)</p>
<p><b>1.A. Discuss Resource Examples</b> (25 minutes)</p> <p>Participants each share examples and a brief overview of why they like them.</p> <p>Evaluator scribes comments on chart paper: content dos/don’ts, format dos/don’ts.</p>	<p><b>2.A. Discuss Resource Examples</b> (25 minutes)</p> <p>Participants each share examples and a brief overview of why they like them.</p> <p>Evaluator scribes comments on chart paper: content dos/don’ts, format dos/don’ts.</p>	<p><b>3.A. Discuss Resource Examples</b> (25 minutes)</p> <p>Participants each share examples and a brief overview of why they like them.</p> <p>Evaluator scribes comments on chart paper: content dos/don’ts, format dos/don’ts.</p>
<p><b>1.B. Review Existing AAM Resources</b> (45 minutes)</p> <p>Staff introductions and overview of AAM education programs for teachers, website, and educator resources. (20 minutes)</p> <p>Staff exit (with resource samples).</p> <p>Evaluator facilitates discussion/critique of programs, website, and resources, scribing comments about each area on chart paper: content dos/don’ts, format dos/don’ts. (25 minutes)</p> <p><b>Q: How do you tend to use these existing AAM education resources?</b> (scribe on chart paper)</p>	<p><b>2.B. Review Existing AAM Resources</b> (45 minutes)</p> <p>Staff introductions and overview of AAM education programs for teachers, website, and educator resources. (20 minutes)</p> <p>Staff exit (with resource samples).</p> <p>Evaluator facilitates discussion/critique of programs, website, and resources, scribing comments about each area on chart paper: content dos/don’ts, format dos/don’ts. (25 minutes)</p> <p><b>Q: How do you tend to use these existing AAM education resources?</b> (scribe on chart paper)</p>	<p><b>3.B Review Existing AAM Resources</b> (45 minutes)</p> <p>Staff introductions and overview of AAM education programs for teachers, website, and educator resources. (20 minutes)</p> <p>Staff exit (with resource samples).</p> <p>Evaluator facilitates discussion/critique of programs, website, and resources, scribing comments about each area on chart paper: content dos/don’ts, format dos/don’ts. (25 minutes)</p> <p><b>Q: What factors have prevented you from using AAM education resources?</b> (scribe on chart paper)</p>
<p><b>1.C. Identify Teacher Interests/Needs</b> (45 minutes)</p> <p><b>What specific instructional resources and/or programs would you find most valuable to be offered by the Asian Art Museum? (content/format)</b></p> <ul style="list-style-type: none"> <li>• Individual brainstorm</li> <li>• Pair share</li> <li>• Group related ideas</li> <li>• Name idea groups</li> <li>• Discuss recommendations</li> </ul> <p>Wrap up and staff returns resource samples outside meeting room.</p>	<p><b>2.C. Identify Teacher Interests/Needs</b> (45 minutes)</p> <p><b>What specific instructional resources and/or programs would you find most valuable to be offered by the Asian Art Museum? (content/format)</b></p> <ul style="list-style-type: none"> <li>• Individual brainstorm</li> <li>• Pair share</li> <li>• Group related ideas</li> <li>• Name idea groups</li> <li>• Discuss recommendations</li> </ul> <p>Wrap up and staff returns resource samples outside meeting room.</p>	<p><b>3.C. Identify Teacher Interests/Needs</b> (45 minutes)</p> <p><b>What specific instructional resources and/or programs would you find most valuable to be offered by the Asian Art Museum? (content/format)</b></p> <ul style="list-style-type: none"> <li>• Individual brainstorm</li> <li>• Pair share</li> <li>• Group related ideas</li> <li>• Name idea groups</li> <li>• Discuss recommendations</li> </ul> <p>Wrap up and staff returns resource samples outside meeting room.</p>

<sup>6</sup> Institute for Cultural Affairs ([www.ica-usa.org](http://www.ica-usa.org)).

## Research Questions

The following matrix illustrates the relationship between the overarching research questions of the Bridge Program study and their inclusion in the online survey instrument and focus group protocols.

Research Questions	Online Survey Items	Focus Group Protocol
1. <i>To what extent do teachers already use the Visual Arts to teach history, culture, religion, and other school subjects?</i>	Part 2: Q11-Q21; Part 3: Q37	1.A., 2.A., 3.A.
2. <i>Which other programs and resources about Asia are teachers using in their classrooms, and what is their assessment of them?</i>	Part 2: Q22, Q23, Q24, Q25; Part 3: Q37	1.A., 2.A., 3.A.
3. <i>To what extent do teachers feel effective in their current approaches to teaching about Asia?</i>	Part 2: Q21-Q25	1.A., 2.A., 3.A.
4. <i>To what extent are teachers aware of the Asian Art Museum's education programs and resources for teaching about Asian art and culture in their classrooms?</i>	Part 3: Q26, Q30, Q38	1.B., 2.B., 3.B.
5. <i>Which teachers are currently using the museum's programs and resources; how and why do they use them?</i>	Part 3: Q31-Q34, Q41-Q43 (analyzed against teacher profiles provided from Part 1)	1.B., 2.B.
6. <i>What are the perceived barriers for those who are not currently using the museum's programs and resources?</i>	Part 3: Q27-Q29, Q39-Q40	3.B.
7. <i>What content is of highest priority, and what is the most effective way for the museum's programs and resources to be formatted, delivered, and accessed?</i>	Part 1: Q7-10; Part 2: Q14, Q17-Q20, Q21; Part 3: Q36	1.C., 2.C., 3.C.
8. <i>What would make the museum's current programs and resources more useful for teachers?</i>	Part 2: Q16, Q25; Part 3: Q35, Q44	1.B., 2.B., 3.B. 1.C., 2.C., 3.C.

## Limitations

As with any research study, the methods and sampling procedure have the potential to impact the findings. The following are potential limitations of the study, based on the researchers' best knowledge, and should therefore be carefully considered when interpreting the Results section of the report.

**Use of an Online Survey.** The overall response rates varied based on which distribution method was used. While the response rates for the email to past participants were within the expected range, the email to distribution partners had a low response rate. With no information about those who did not respond, it is difficult to know how representative the samples are of the populations being studied.

As with any online survey, it will limit participation by teachers who may not have access to or regularly use email. Teachers were required to log-in to the online survey, which may have limited the number of responses. In addition, It is not clear who the other organizations sent their email to, and if the email was received. Moreover, the length of the survey may have limited the number of surveys completed. Although a standard mail online survey was sent to teachers who had previously participated in the Asian Art Museum's educator workshops and used the materials, the largest distribution was sent by the California History Social Science Project, which sent 12,000 notices by newsletter.

**Length of Online Survey.** To adequately answer the research questions and assess teacher needs in a thorough manner, the online survey had 50 questions. Abandonment rates, meaning those who started the online survey but did

not complete it, are as follows: Standard mail (32%), Past participants (32%), and Other associations (47%). The last one is of particular concern, which means this sample may be underrepresented.

**Number of Responses, Non-California Sample.** Only 36 responses were received from teachers outside of California.

**Online Survey Response Rates.** Overall response rates were low. Without knowing anything about those who didn't respond, it is difficult to know whether or not the sample in this study is in fact representative of the population of teachers relevant to this program.

**Repetitive Online Survey Item Content and Format.** Some of the questions covered similar materials or asked questions in a very similar manner. Specifically, the questions asked about the Visual Arts materials and the use of materials for teaching about Asia were purposely designed in a similar manner in order to more easily find similarities and differences among these subject areas. This may have caused some confusion in responses, and respondents occasionally answered questions by saying "I already answered that" or "same answer as above." This may have resulted in some responses not being included in the coding.

**Focus Group Timing.** Because of constraints with the evaluation timeline, the focus groups were conducted prior to analysis of the online survey results. Therefore, it was not possible to design the focus groups to address emergent themes or gaps in the online survey results. The museum may wish to conduct additional focus groups to provide input on specific areas for program expansion in the next phase of Bridge Program development.

**Elementary Representation in Focus Groups.** A relatively small number of teachers participated in the Elementary Users focus group, meaning that elementary teachers may be underrepresented in the focus group results.

# Results

## Online Survey Results

### Background Information

#### Q1. Which subject(s) do you teach? (Check all that apply)

More than half of the teachers in the online survey indicated that they teach History/Social Science (63%) and English/Language Arts (50%). A third of the teachers taught Visual Arts (33%) or Mathematics (33%), and close to one-third taught Sciences (29%) or English Language Development (29%).

Subject	Frequency	Percent
History/Social Science	263	63%
English/Language Arts	208	50%
Visual Arts	140	33%
Mathematics	139	33%
Sciences	122	29%
English Language Development	123	29%
Physical Education	75	18%
Foreign Language	65	16%
Performing Arts	55	13%
Special Education	27	6%
Career Technical Education	12	3%
Other <sup>†</sup>	60	14%
<b>Total respondents</b>	<b>420</b>	--

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

<sup>†</sup> Other responses included a wide range of responses, with no specific subjects more represented than others. See Appendix F for a complete list of “other” responses.

**Q2. Which grades do you teach? [Check all that apply]**

Participants were most likely to be teaching secondary school (grades 6 through 12). Many teachers taught more than one grade.

Grade	Frequency	Percent
Kindergarten	30	7%
1	35	8%
2	55	13%
3	64	15%
4	59	14%
5	62	15%
6	102	24%
7	98	23%
8	79	19%
9	110	26%
10	132	31%
11	134	32%
12	129	31%
College / University	27	6%
<b>Total respondents</b>	<b>420</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

Elementary school teachers often teach in self-contained classrooms and were therefore more likely than middle or high school teachers—who often teach one or two subject areas—to teach each of the subject areas. History/Social Science was the most common subject area taught for all categories of teachers who responded to the online survey.

Subject	Elementary School		Middle School		High School	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
History/Social Science	120	75%	97	65%	66	43%
English/Language Arts	118	74%	76	51%	28	18%
Visual Arts	88	55%	35	24%	40	26%
Mathematics	118	74%	22	15%	7	5%
Sciences	114	71%	12	8%	3	2%
English Language Development	94	59%	27	18%	14	9%
Physical Education	72	45%	8	4%	1	<1%
Foreign Language	19	12%	22	15%	37	24%
Performing Arts	44	28%	14	9%	8	5%
Special Education	19	12%	8	5%	5	3%
Career Technical Education	5	3%	1	<1%	7	5%
Other	23	14%	18	12%	20	13%
<b>Total respondents</b>	<b>160</b>		<b>149</b>		<b>155</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

**Q3. How many years have you been teaching?**

Teachers participating in the online survey were most likely to have been teaching either 10 to 20 (37%) or more than 20 years (26%). This meant that nearly two-thirds of the teachers (63%) had been teaching 10 or more years. Those who had been teaching 3 or fewer years made up less than one-tenth (8%) of the sample.

Years Teaching	Frequency	Percent
Less than one year	6	2%
1-3 years	23	6%
4-6 years	54	14%
7-9 years	55	15%
10-20 years	139	37%
More than 20 years	99	26%
<b>Total responses</b>	<b>376</b>	<b>100%</b>

**Q4. What is the name of the school where you currently teach? (If you teach at more than one school, please list your primary appointment.) [OPEN-ENDED]**

More than half of the schools represented in the online survey only included one teacher from that school. Of those that included more than one teacher, it was most common for there to be two teachers, although Clarendon Elementary School in San Francisco was represented in the online survey by ten teachers. Not surprisingly, the large majority of schools were in the Greater Bay Area. See Appendix G for a full listing of schools represented in this online survey.

**Q5. What type of school is it?**

The large majority of teachers taught at either a public school (traditional 76%, charter 3%) or a private school (18%). Only 3% were at another type of school.

Type of School	Frequency	Percent
Public	318	76%
Private	74	18%
Charter	13	3%
Home school	0	0%
Other†	13	3%
<b>Total responses</b>	<b>376</b>	<b>100%</b>

† Other responses included community colleges, multiple appointments, and parochial schools, among others. See Appendix F for a complete list of “other” responses.

**Q6. Where is your school located?**

The large majority of participants taught in schools in the Greater Bay Area, while 9% of participants taught in other states.

County	Frequency	Percent
San Francisco City and County	155	39%
Alameda County	54	14%
Other U.S. State	36	9%
Santa Clara County	31	8%
San Mateo County	28	7%
Southern California	28	7%
Stockton/San Joaquin Counties	16	4%
Contra Costa County	15	4%
Monterey/Santa Cruz Counties	13	3%
Sonoma County	12	3%
Marin County	9	2%
Solano County	2	<1%
Napa County	1	<1%
International	1	<1%
<b>Total responses</b>	<b>401</b>	<b>100%</b>

County	Frequency	Percent
San Francisco and Greater Bay Area	307	77%
Other California	57	14%
Other U.S. State	36	9%
International	1	<1%
<b>Total responses</b>	<b>401</b>	<b>100%</b>

**Supplementary Teaching Materials**

A series of questions asked about the process teachers typically go through when searching for and acquiring supplementary teaching materials. Teachers were most likely to use the internet, with two-thirds citing either a general internet search (43%) or searching specific educational sites (22%). After finding the information, teachers said that they were most likely to request the information by emailing (28%) or telephoning (23%) the source. This was followed by going online to review, request, or order the information (18%), or to download and print free material (16%). When asked about the format in which they preferred to receive these materials, teachers were most likely to cite suggested classroom activities (32%), background content on a specific topic (29%), or a comprehensive unit (22%).

**Q7. If you were to use instructional resources from a museum or other institution to supplement your curriculum, what format would you prefer?**

Teachers were most likely to say they wanted suggestions for classroom activities (32%) or background content for a specific topic (29%) for instructional resources. Meanwhile, one in five teachers (22%) said they wanted a comprehensive unit. Less desirable, at least in comparison to the other options, were detailed lesson plans (13%).

Format	Frequency	Percent
Suggested classroom activities	135	32%
Background content on a specific topic	120	29%
Comprehensive unit	92	22%
Detailed lesson plans	53	13%
Other <sup>†</sup>	20	5%
<b>Total responses</b>	<b>420</b>	<b>100%</b>

<sup>†</sup>Other responses included a variety of responses, including some who said “all of the above,” hands-on activities, posters or other visuals.

**Q8. Which of the following best describes how you most commonly search for supplementary instructional materials for your classroom?**

The internet (65%) was the most common way to search for supplementary materials, broken down into internet searches in general (43%) or of specific educational sites (22%). Close to one-fifth (16%) said they were most likely to ask other teachers or administrators.

Search Technique	Frequency	Percent
Internet search, general	179	43%
Internet search, specific educational sites	89	22%
Consult with fellow teachers and/or administrators	64	16%
Go to the library or bookstore	40	10%
Contact organizations I have worked with before	19	5%
Other <sup>†</sup>	23	6%
<b>Total responses</b>	<b>420</b>	<b>100%</b>

<sup>†</sup>Other responses included people who said all of the above, gave multiple responses, the internet, various professional development opportunities, libraries, museums, and other sources. See Appendix F for a complete list of “other” responses.

**Q9. Once you have located a potential resource (e.g., a museum, library, or other institution), please describe how you typically request these supplementary instructional materials. [OPEN-ENDED]**

Teachers mostly requested resources either by contacting the source directly through email (28%), by phone (23%), going online (23%), downloading and/or printing it online (16%), or physically visiting them (10%). Contacting the source directly was more common than requesting it by other means.

Request	Frequency	Percent
Email the source	98	28%
Telephone the source	80	23%
Go online (to review, request or order)	63	18%
Download and print from online (free)	56	16%
Visit source - physically go to location	36	10%
Purchase/buy (general)	33	9%
Reserve/check-out materials from source	25	7%
Unrelated or off-topic response	22	6%
Contact the source (general, not specified)	22	6%
Other general comment	18	5%
Through workshop/programs attended or plan to attend	15	4%
Borrow/loan (some other source)	15	4%
Ask colleagues, other teachers	11	3%
Replicate materials (copy/paste, photocopy)	11	3%
Register with or subscribe to source	5	1%
<b>Total respondents</b>	<b>354</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

**Q10. Once you receive these supplementary instructional materials, how do you typically use them? [Choose one]**

Teachers are much more likely to customize any supplementary materials they use (87%) compared to using the materials “as is” (13%).

Use of Materials	Frequency	Percent
I tend to customize them for that particular class.	359	87%
I tend to use them “as is,” making few or no changes.	52	13%
<b>Total responses</b>	<b>411</b>	<b>100%</b>

## Visual Arts Materials in the Classroom

Almost all of the teachers surveyed currently use the Visual Arts in their classroom instruction. The majority of these teachers (83%) used the Visual Arts as integrated arts instruction to teach other subject areas and over one-third of respondents used the Visual Arts as independent art instruction (40%). Yet 52% of teachers used Visual Arts materials *only* for integrated arts instruction, whereas a mere 9% used Visual Arts materials *only* for independent art instruction; this group consisted primarily of high school Visual Arts teachers. Thirty-one percent of teachers used the materials for *both* independent and integrated art instruction.

The most common ways for teachers to get Visual Arts instructional materials were to get them from the internet (50%), print publications (36%), from other teachers or colleagues (24%) and from museums (22%). Given that this sample may skew slightly towards museums, the reported proportion of those using museums may actually be lower in the general teacher population. There seemed to be a mix of getting materials from organizations and individuals, both in person and online. Some specific organizations, such as the Asian Art Museum and the Fine Arts Museums, de Young, were mentioned.

The three most common classes in which teachers are using Visual Arts instructional materials are in History/Social Science (68%), English/Language Arts (49%), and in the Visual Arts (38%), and teachers at all grade levels were most likely to integrate Visual Arts instructional materials into their History/Social Science curriculum. While most teachers agree that the Visual Arts materials they use are useful, there seems to be some room for improvement. Only 45% strongly agree (a 6 or 7 on a 7-point scale) that they are useful, while another 42% rate it a 4 or 5. When asked what would make the materials even more useful, the focus was more commonly on the content and the format (both type and depth). Also mentioned were support for using the materials and greater availability and accessibility.

Teachers strongly prefer to receive both online and physical materials (87%), compared to only online (7%) or only physical materials (6%). Teachers do not seem quite ready to have online materials replace the physical. In terms of specific types of materials, the four most popular types used are physical materials: books (87%), posters (83%), DVDs (82%) and three-ring binders (70%). Looking specifically at online materials being used, teachers are most likely to be using downloadable .pdf files (63%), searchable online image databases (55%), and online video clips (43%). Almost a third (29%) are using student-focused websites for self-directed study.

### Q11. Do you currently use Visual Arts to teach in any of your classes?

The majority of respondents (89%) used Visual Arts to teach in their classes.

Response	Frequency	Percent
No	46	11%
Yes	374	89%
<b>Total responses</b>	<b>420</b>	<b>100%</b>

**Q12. How do you use Visual Arts to teach in your classroom?**

Fifty-two percent of teachers used Visual Arts materials *only* for integrated arts instruction and a mere 9% used Visual Arts materials *only* for independent art instruction. Yet 31% of teachers used the materials for *both* independent and integrated art instruction.

Use	Frequency	Percent
As integrated art instruction	196	52%
Both independent and integrated instruction	115	31%
As independent art instruction	33	9%
Other <sup>†</sup>	2	<1%
<b>Total responses</b>	<b>374</b>	<b>100%</b>

<sup>†</sup> Other responses included art supporting science and vocabulary/art.

**Q13. For which subjects do you use Visual Arts instructional materials in your teaching? [Check all that apply]**

The majority of teachers used Visual Arts instructional materials to teach History/Social Science (68%) and English Language Arts (49%), which are examples of integrated art instruction (see Q12), followed by Visual Arts (38%), or independent art instruction (see Q12).

Subject	Frequency	Percent
History/Social Science	255	68%
English/Language Arts	185	49%
Visual Arts	143	38%
English Language Development	76	20%
Science	69	18%
Mathematics	62	17%
Foreign Language	56	15%
Performing Arts	45	12%
Special Education	16	4%
Career Technical Education	10	3%
Physical Education	6	2%
Other <sup>†</sup>	17	5%
<b>Total respondents</b>	<b>374</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

<sup>†</sup> Other responses included a variety of subjects, and while there were a wide range of subjects mentioned no particular patterns appeared in the “other” responses. See Appendix F for a complete list of “other” responses.

Teachers at all grade levels were most likely to integrate Visual Arts instructional materials into their History/Social Science curriculum. The only subject area in which high school teachers used Visual Arts instructional materials more than elementary school teachers were high school teachers of Foreign Language.

Subject	Elementary School		Middle School		High School	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
History/Social Science	116	73%	98	66%	67	43%
English/Language Arts	110	69%	65	44%	31	20%
Visual Arts	87	54%	34	23%	43	28%
English Language Development	56	35%	16	11%	10	7%
Sciences	62	39%	7	5%	5	3%
Mathematics	49	31%	8	5%	8	5%
Foreign Language	13	8%	21	14%	34	22%
Performing Arts	34	21%	11	7%	9	6%
Special Education	9	6%	5	3%	6	4%
Career Technical Education	19	12%	8	5%	5	3%
Physical Education	5	3%	1	<1%	1	<1%
Other	4	3%	8	5%	6	4%
<b>Total respondents</b>	<b>160</b>		<b>149</b>		<b>155</b>	

**NOTE:** Teachers could choose more than one grade and subject, so percentages total more than 100%.

**Q14. Where do you get Visual Arts instructional materials (e.g. lesson plans, activities, supplementary information, etc.)? Please list as many specific sources as possible. [OPEN-ENDED]**

Fifty percent of respondents used the internet to get Visual Arts instructional materials, followed by print publications (36%), other teachers, staff, colleagues, friends, artists (24%), and museums (22%).

Request	Frequency	Percent
Internet, websites (e.g. general resource, search engines, etc.)	180	50%
General print publications (e.g. books, magazines, journals, etc.)	129	36%
Other teachers, staff, colleagues, friends, artists	86	24%
Museums	77	22%
Through programs/workshops/conferences (general)	50	14%
Lesson plans/curriculum or supplementary material (general, not specified)	48	13%
Personal collection (e.g. teacher derived source)	48	13%
Library (general)	48	13%
Store or supplier (e.g. bookstore, teacher supply store, etc.)	38	11%
School or district resources (e.g. materials, supplies, libraries, archives, etc.)	33	9%
Asian Art Museum - specifically referenced	32	9%
[Art] Education or educator websites	26	7%
University, institution or organization	26	7%
Fine Arts Museums, de Young - specifically referenced	26	7%
Art museum websites	26	7%
Multimedia resources (e.g. DVDs, CDs, film, slides, etc.)	19	5%
Visual Thinking Strategies (VTS) referenced	17	5%
Teachers Curriculum Initiative (TCI) print publications	16	4%
Other program/initiative named	13	4%
University, institution or organization websites	13	4%
Other general resource	12	3%
University or institution library (specified)	10	3%
Stanford Program in International Cross-Cultural Education (SPICE)	9	3%
Art in Action	5	1%
Unrelated or off-topic response	1	<1%
<b>Total respondents</b>	<b>358</b>	

**NOTE:** Teachers could choose more than one source, so percentages total more than 100%.

**Q15. The materials I am currently using in my class(es) to teach about Visual Arts are useful to me.**

Only 21% of respondents strongly agreed that their Visual Arts materials were useful to them, which reveals a need that art museums are poised to fill.

	Frequency	Percent
1 - Strongly disagree	10	3%
2	19	5%
3	27	7%
4	75	20%
5	83	22%
6	81	22%
7 – Strongly agree	79	21%
<b>Total responses</b>	<b>374</b>	<b>100%</b>

**Q16. What would make these Visual Arts instructional materials even more useful? [OPEN-ENDED]**

The majority of respondents cited more content types/formats (22%) as the means Visual Arts instructional materials could be made more useful to them, followed by better format/more classroom-ready/easier to use (19%) and more content depth (14%).

Response	Frequency	Percent
More content types/formats	72	22%
Better format/more classroom-ready/easier to use	62	19%
More content depth	46	14%
Support for use (e.g. training, materials, lessons, docent visits, etc.)	39	12%
Greater availability/accessibility	29	9%
Other general comment	28	9%
More, quantity (general)	24	7%
Linked to standards/coordinated with curriculum	21	7%
Time to prepare, plan, use them	20	6%
More appropriate for my grade level/age group	16	5%
More content variety	10	3%
Unrelated or off-topic response	9	3%
Funding, cost offset	8	2%
Don't know / nothing	8	2%
Content updated more frequently/current content	4	1%
Available in more languages	2	1%
<b>Total respondents</b>	<b>321</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

**Q17. What is your preferred method of receiving/accessing Visual Arts instructional materials for your classroom?**

The large majority of respondents preferred to receive/access Visual Arts instructional materials as both physical and online materials (87%).

Response	Frequency	Percent
Both Physical and Online materials	327	87%
Online materials only	25	7%
Physical materials only	22	6%
<b>Total responses</b>	<b>374</b>	<b>100%</b>

**Q18. THOSE WHO PREFER PHYSICAL MATERIALS ONLY: Please select the physical materials you currently use in your classroom. [Check all that apply]**

Teachers who preferred *physical materials only* chose books (100%) followed by posters (95%) and 3-ring binders (73%). (Teachers could choose more than one subject, so percentages total more than 100%.)

Physical Materials	Frequency	Percent
Books	22	100%
Posters	21	95%
3-ring binders	16	73%
DVD videos	13	59%
Overhead transparencies	13	59%
35mm slides	6	27%
CD of images/PPT slides	5	23%
Other <sup>†</sup>	2	9%
<b>Total responses</b>	<b>22</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

<sup>†</sup> Other responses included mobiles, stained glass, student art work, purchased photography placards, CDs.

**Q19. THOSE WHO PREFER ONLINE MATERIALS ONLY: Please select the online materials you currently use in your classroom. [Check all that apply]**

Teachers who preferred *online materials only* used downloadable .pdf files (92%) followed by online video clips (76%) and a searchable online image database (76%). (Teachers could choose more than one subject, so percentages total more than 100%.)

Online Materials	Frequency	Percent
Downloadable .pdf file	23	92%
Online video clips	19	76%
Searchable online image database	18	72%
Student-focused website for self-directed study	9	36%
Online discussion forum for teachers/students	3	12%
Blogs	2	8%
Other†	2	8%
<b>Total respondents</b>	<b>25</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

† Other responses included images, SFUSD blocks, YouTube clips.

**Q20. THOSE WHO PREFER BOTH PHYSICAL AND ONLINE MATERIALS: Please select the physical and online materials you currently use in your classroom. [Check all that apply]**

Teachers who preferred both physical and online materials overwhelmingly selected books (87%) as the type of material they used in the classroom, followed by posters (83%) and DVD videos (82%). Only 3% of respondents used blogs. This data reveals that online materials should supplement, but not replace physical materials.

Physical and Online Materials	Frequency	Percent
Book	285	87%
Posters	273	83%
DVD videos	268	82%
3-ring binder	228	70%
Downloadable .pdf file	206	63%
CD of images/PPT slides	201	61%
Overhead transparencies	186	57%
Searchable online image database	180	55%
Online video clips	139	43%
Student-focused website for self-directed study	94	29%
35mm slides	57	16%
Online discussion forum for teachers/students	36	11%
Blogs	10	3%
Other†	15	5%
<b>Total respondents</b>	<b>327</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

† Other responses included artifacts, photos, web sites, other teachers, publications, and videos, among others. See Appendix F for a complete list of “other” responses.

## Teaching About Asia in the Classroom

Currently, three-quarters of teachers (75%) teach content about Asian art, history or culture in their classrooms. They tend to use these materials to teach Language Arts Stories and Recommended Literature (61%) or about Community/Family Heritage (57%). Teachers could only be described as being comfortable teaching about East Asia (e.g., China, Korea, and Japan), or Asia in general. They were much less comfortable, and gave relatively equal ratings, for South Asia, Southeast Asia, the Himalayas and Tibetan Buddhist World, and Persia and West Asia. Moreover, teachers' comfort levels with particular content areas tended to vary according to grade level. Middle school teachers were the most comfortable teaching about East Asia, which may be due to the fact that East Asia is in the History/Social Science Content Standards for public middle schools in California, and the majority of respondents taught in California.

There also seems to be a need for more useful materials to teach about Asian art, history and culture. Only 29% of teachers who teach about Asia strongly agreed that the materials they are currently using are useful to them. In addition, middle school teachers who taught English/Language Arts and Visual/Performing Arts found their current materials on Asian art, history, and culture to be more useful than middle school teachers who taught other subject areas. This suggests that the Asian Art Museum can provide new content, or possibly improve current content, to meet a need teachers have for useful material in teaching about Asia.

**Q21. How comfortable are you with your knowledge in teaching the following content areas? Please rate your comfort level on a scale of 1 to 7, where 1 is a low level of comfort and 7 is a high level of comfort.**

Teachers were by far most comfortable teaching about East Asia (32%, or a 6 or 7 on a 7-point scale), followed by teaching about Asia in general (17%, a 6 or 7). For the other categories, roughly 5% said they were very comfortable teaching in that particular content area. There was not a big difference in the other four areas – they were equally comfortable (or uncomfortable) teaching about these areas.

Content Area	LOW 1	2	3	4	5	6	HIGH 7
East Asia (China, Korea, Japan) (n=417)	10%	11%	14%	15%	19%	19%	13%
Asia, in general (n=294)	12%	14%	17%	23%	17%	13%	4%
South Asia (India, Pakistan, Bangladesh, Sri Lanka) (n=409)	26%	22%	19%	15%	9%	6%	2%
Southeast Asia (Cambodia, Thailand, Burma, Laos, Vietnam, Philippines, Indonesia, Malaysia) (n=410)	26%	22%	19%	15%	12%	4%	2%
The Himalayas and the Tibetan Buddhist World (Tibet, Nepal, Bhutan, Mongolia) (n=407)	28%	22%	18%	17%	11%	3%	2%
Persian World and West Asia (Iran, Iraq, Afghanistan, Turkmenistan, Uzbekistan) (n=411)	29%	22%	18%	14%	12%	5%	<1%

The following data shows the educators' comfort level teaching about Asia by grade level.

GRADE	Content Area	LOW 1	2	3	4	5	6	HIGH 7
<b>Elementary School (K-5)</b>	East Asia (China, Korea, Japan) (n=158)	14%	11%	19%	14%	18%	13%	11%
	Asia, in general (n=114)	16%	15%	20%	18%	18%	8%	4%
	South Asia (India, Pakistan, Bangla- desh, Sri Lanka) (n=158)	30%	25%	22%	11%	10%	2%	1%
	Southeast Asia (Cambodia, Thailand, Burma, Laos, Vietnam, Philippines, Indonesia, Malaysia) (n=158)	29%	20%	20%	15%	12%	3%	1%
	The Himalayas and the Tibetan Bud- dhist World (Tibet, Nepal, Bhutan, Mongolia) (n=156)	33%	26%	14%	16%	10%	1%	<1%
	Persian World and West Asia (Iran, Iraq, Afghanistan, Turkmenistan, Uzbekistan) (n=158)	38%	23%	20%	8%	8%	3%	0%
<b>Middle School (6-8)</b>	East Asia (China, Korea, Japan) (n=149)	5%	7%	10%	18%	22%	22%	16%
	Asia, in general (n=96)	8%	8%	15%	27%	21%	17%	4%
	South Asia (India, Pakistan, Bangla- desh, Sri Lanka) (n=146)	16%	22%	22%	18%	12%	8%	3%
	Southeast Asia (Cambodia, Thailand, Burma, Laos, Vietnam, Philippines, Indonesia, Malaysia) (n=144)	22%	22%	25%	17%	10%	4%	1%
	The Himalayas and the Tibetan Bud- dhist World (Tibet, Nepal, Bhutan, Mongolia) (n=146)	15%	20%	21%	23%	13%	8%	<1%
	Persian World and West Asia (Iran, Iraq, Afghanistan, Turkmenistan, Uzbekistan) (n=146)	17%	22%	24%	17%	16%	4%	0%
<b>High School (9-12)</b>	East Asia (China, Korea, Japan) (n=154)	10%	12%	13%	16%	16%	20%	14%
	Asia, in general (n=112)	13%	14%	17%	23%	14%	15%	4%
	South Asia (India, Pakistan, Bangla- desh, Sri Lanka) (n=149)	27%	23%	16%	17%	7%	7%	3%
	Southeast Asia (Cambodia, Thailand, Burma, Laos, Vietnam, Philippines, Indonesia, Malaysia) (n=151)	27%	23%	15%	15%	12%	5%	3%
	The Himalayas and the Tibetan Bud- dhist World (Tibet, Nepal, Bhutan, Mongolia) (n=148)	30%	20%	20%	12%	12%	4%	3%
	Persian World and West Asia (Iran, Iraq, Afghanistan, Turkmenistan, Uzbekistan) (n=151)	27%	23%	12%	18%	13%	7%	<1%

**Q22. Do you currently teach any content about Asian art, history, or culture in your classroom?**

The vast majority of teachers (75%) teach content about Asian art, history, or culture in their classrooms.

Response	Frequency	Percent
No	107	26%
Yes	312	75%
<b>Total responses</b>	<b>419</b>	<b>100%</b>

**Q23. Please specify the content in which you teach about Asian art, history or culture. [Check all that apply]**

Half of the teachers were teaching Language Arts Stories (61%) or about Community/Family Heritage (57%). This was followed by Current Events (44%), Early Civilizations (40%), and the Asian contribution to California (35%) or Medieval China/Islam/Japan (33%). Remaining categories represented fewer than one-third of teachers. Almost one-third (30%) of teachers picked none of the options, and the median number that they picked were two responses.

Content	Frequency	Percent
Language Arts Stories and/or Recommended Literature	189	61%
Community/family heritage and celebrations	177	57%
Current events	138	44%
Early Civilizations such as Mesopotamia, India and China	126	40%
Contribution to California's Development/within the Context of California's History	110	35%
Medieval China, Islam, Japan	104	33%
Industrial Revolution and Imperialism	68	22%
Causes and effects of World War I and World War II	67	21%
World economy and the information, technological, and communications in revolutions	65	21%
Other†	33	11%
<b>Total respondents</b>	<b>312</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

† Other responses included teaching about specific types of art, other cultures not listed above, and a variety of other topics. See Appendix F for a complete list of "other" responses.

**Q24. The materials I am currently using in my class(es) to teach about Asian art, history, and culture are useful to me.**

Teachers did not overwhelmingly agree that the materials they were currently using to teach about Asia were useful. In fact, 52% rated it a 3, 4 or 5 on a 7-point scale. Only 29% strongly agreed, giving it a 6 or 7. This shows that there is in fact a desire from teachers to have more useful materials to teach about Asia.

	Frequency	Percent
1 - Strongly disagree	6	2%
2	22	7%
3	55	18%
4	69	22%
5	70	22%
6	49	16%
7 - Strongly agree	42	13%
<b>Total responses</b>	<b>313</b>	<b>100%</b>

Of the different grade levels, middle school teachers found their current materials on Asian art, history, and culture to be the most useful (middle school English/Language Arts and History/Social Sciences gave materials on Asia the highest rating). In contrast, elementary school teachers found their materials on Asia the least useful. This data reveals the potential for the development of better resources on Asia for K-5 audiences. Sample sizes for the high school teachers tended to be low, so it is difficult to draw any conclusions about the usefulness of current materials by subject area.

GRADE	Subject	LOW						HIGH
		1	2	3	4	5	6	7
<b>Elementary School (K-5)</b>	English/Language Arts (n=85)	0%	11%	32%	26%	13%	9%	9%
	History/Social Sciences (n=88)	1%	10%	31%	25%	15%	8%	10%
	Mathematics/Sciences (n=169)	0%	11%	32%	27%	13%	8%	9%
	Visual/Performing Arts (n=103)	2%	8%	25%	25%	17%	8%	15%
	English Language Development (n=65)	0%	11%	35%	25%	14%	8%	8%
	Other (n=1)	0%	0%	21%	21%	29%	21%	7%
<b>Middle School (6-8)</b>	English/Language Arts (n=68)	3%	7%	7%	18%	31%	19%	15%
	History/Social Sciences (n=89)	2%	6%	9%	20%	36%	16%	11%
	Mathematics/Sciences (n=32)	13%	6%	13%	22%	32%	9%	6%
	Visual/Performing Arts (n=39)	3%	3%	21%	15%	23%	13%	23%
	English Language Development (n=24)	8%	8%	17%	25%	21%	13%	8%
	Other (n=15)	0%	0%	27%	13%	33%	13%	13%
<b>High School (9-12)</b>	English/Language Arts (n=20)	5%	5%	15%	30%	20%	10%	15%
	History/Social Sciences (n=55)	2%	7%	16%	20%	20%	20%	15%
	Mathematics/Sciences (n=8)	25%	0%	13%	0%	0%	25%	38%
	Visual/Performing Arts (n=39)	5%	13%	15%	19%	15%	15%	23%
	English Language Development (n=9)	11%	0%	22%	44%	0%	0%	22%
	Other (n=15)	0%	7%	13%	13%	13%	13%	40%

**Q25. What would make these Asian art materials even more useful? [OPEN-ENDED]**

Teachers specifically mentioned more content types/formats (24%), and more depth to what already is there (16%). They also talked about having more support for using the materials (17%) and the materials being more appropriate for the grades they were teaching (12%). Some also mentioned improving the format (11%) or the number of materials available (11%)

Response	Frequency	Percent
More content types/formats	59	24%
Support for use (e.g. training, materials, docent visits, etc.)	42	17%
More content depth	38	16%
More appropriate for my grade level/age group	30	12%
Better format/more classroom-ready/easier to use	27	11%
More, quantity (general)	27	11%
Greater availability/accessibility	20	8%
More content variety	19	8%
Other general comment	12	5%
Linked to standards/coordinated with curriculum	12	5%
Content updated more frequently/current content	9	4%
Time to prepare, plan, use them	9	4%
Don't know / nothing	7	3%
Funding, cost offset	4	2%
Unrelated or off-topic response	3	1%
Available in more languages	1	0%
<b>Total respondents</b>	<b>245</b>	

## Materials from the Asian Art Museum

A little more than one-third of teachers (38%) had used the Asian Art Museum’s materials for teaching their classes. Middle school History/Social Science teachers tended to use the Asian Art Museum’s materials the most out of all grade levels/subject areas (nearly three-quarters of those surveyed)—which may be due to the fact that Asia is in the History/Social Science content standards for public middle schools in California, and the majority of respondents taught in California—followed by elementary and high school teachers who taught History/Social Sciences. Teachers in all grade levels who taught Visual Arts were the next most prevalent users of the museum’s materials. When teachers were asked what would make the materials even more useful to them, they mentioned topics related to content such as increasing the type of content (24%) as well as going more in depth in specific areas (16%). Teachers also mentioned wanting more support for using the materials (17%) and making the materials more appropriate for particular grades (12%) and easier to use (11%).

For those who had not used the materials, the main reason was that they were not aware of the materials (71%); when asked, email (90%) was by far the most popular suggestion for how to communicate with them about these materials. When asked what would make them more likely to use the materials, most mentioned becoming more aware of the materials offered (31%) or having easier access to them (13%).

For those who had used the materials, they were much more likely to have heard about them by participating in an Asian Art Museum program (75%) compared to other methods. This may indicate an opportunity for the museum to pursue other avenues of communication in making teachers aware of the materials available through the museum. Educator packets: historical background and lessons (58%), school pre-visit packets (55%) and lesson plans (31%) were the resources teachers were likely to have used. For those who had been using the materials, almost two-thirds (60%) had been using them four or more years, and more than one-third (36%) had been using the materials seven or more years. They saw the materials as being most useful for providing accurate information, opportunities for personal and professional growth and aligning with content standards. Elementary, middle, and high school teachers reported that the Asian Art Museum’s materials met their needs most in terms of providing accurate information. Elementary school teachers also reported that providing useful activities and lesson plan ideas and alignment with content standards met their needs the most; whereas, middle school teachers cited alignment with content standards, which is likely due to the prevalence of Asia in the History/Social Science content standards for public middle schools in California. When asked for specific suggestions to improve the materials, teachers mentioned having more content (13%), increasing their awareness of what’s available (12%) or making it more appropriate to their grade level (10%) and easier to access (10%).

All teachers were asked which topics they would be most interested in receiving information about, and they chose East Asia (74%) and Multiculturalism (60%) as the two topics in which they were most interested.

### Q26. Have you ever, or do you currently use materials provided by the Asian Art Museum in San Francisco, to teach your class(es)?

Response	Frequency	Percent
No	262	62%
Yes	158	38%
<b>Total responses</b>	<b>420</b>	<b>100%</b>

Although there were slight differences in the number of teachers who use the Asian Art Museum’s materials by grade level and subject area, only some of the differences were significant due to the fact that less than 20 teachers fit into

several of the Yes/No categories (e.g., Elementary teachers who teach Physical Education).<sup>†</sup> That being said, elementary school and middle school teachers who taught History/Social Science and Foreign Language were more likely than high school teachers of those subject areas to use the Asian Art Museum's materials.

**Q27. [IF DON'T USE AAM'S MATERIALS] Which of the following reasons describe why you haven't used the Asian Art Museum's materials? [Check all that apply]**

The large majority of teachers who reported that they do not use the Asian Art Museum's materials cited that they were not aware of the materials (71%). Some teachers did not use the materials because they either did not match the curriculum (17%), they do not teach about Asia in their classes (10%), or the museum's materials did not meet their needs in general (10%).

Reason Given (n = 262)	Frequency	Percent
Didn't know about them	186	71%
Don't match the curriculum	45	17%
I don't teach about Asia in my class(es)	27	10%
Don't meet my current needs	26	10%
Not interactive enough	9	3%
Too difficult	8	3%
I don't need more materials	7	3%
Too simple	1	<1%
Other <sup>†</sup>	32	12%
<b>Total respondents</b>	<b>262</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

<sup>†</sup> Other responses included not knowing if they were available outside of California, not specifically looking at AAM's materials yet, or time constraints. See Appendix F for a complete list of "other" responses.

**Q28. [IF DON'T USE AAM'S MATERIALS] What would make you consider using the museum's materials? [OPEN-ENDED]**

For teachers who do not currently use the Asian Art Museum's materials, they would consider using the museum's materials if they were made aware of what materials are available to them (31%), they had access to the materials (19%), and the materials were a better fit with their curriculum (13%). Cost offset was also mentioned by a small percentage of teachers (7%).

Response	Frequency	Percent
General awareness of what's available to me	71	31%
Easier access to these materials	43	19%
Better fit with my curriculum, what I'm teaching	29	13%
Unrelated or off-topic response	27	12%
Cost offset	17	7%
Understand ties to state/regional curriculum standards	12	5%
Better/more content - subjects, topics, information	11	5%
Better format/more classroom-ready/easier to use	11	5%
Greater availability (general comment)	11	5%
Other general comment	11	5%
Support for their use (e.g. training, materials, lessons, docent visits, etc.)	11	5%
More types of content available (e.g. hands-on, web-based, media, interactives)	9	4%
Better/more content for my grade level or age group	8	3%
Time to prepare, plan, use them	8	3%
<b>Total respondents</b>	<b>229</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

**Q29. [IF DON'T USE AAM'S MATERIALS] What is the best way for the Asian Art Museum to inform you about its resources and programs? [Check all that apply]**

For those who do not currently use the Asian Art Museum's resources and programs, the best way to inform them about these materials is by email (90%) or by standard mail (44%). One fifth also thought posting it on the museum's website (21%) or through the school district's communication (16%) would be useful.

Subject	Frequency	Percent
Email	236	90%
Regular mail (e.g., letter or newsletter)	115	44%
Announcement on the Asian Art Museum's website	55	21%
School district communication	42	16%
Other†	7	3%
<b>Total respondents</b>	<b>262</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

† Other responses included through conferences, contacting them directly, or links to websites. See Appendix F for a complete list of "other" responses.

**Q30. [IF USE AAM'S MATERIALS] How did you become aware of the Asian Art Museum's instructional materials? [Check all that apply]**

Most of the teachers who already use the Asian Art Museum's instructional materials discovered the materials by participating in a program at the Asian Art Museum (75%). Other sources included Asian Art Museum communications, both print and electronic, including brochures (34%), the website (28%) and email (27%). Word of mouth was not a very large source, which may indicate an opportunity to include more mechanisms for teachers to inform other teachers about the materials.

Subject	Frequency	Percent
Participation in AAM program	118	75%
AAM brochure	54	34%
AAM website	45	28%
AAM email	42	27%
Word of mouth referral	26	16%
School district communication	23	15%
Other <sup>†</sup>	15	9%
<b>Total respondents</b>	<b>158</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

<sup>†</sup> Other responses included through being a member of the museum, through museum employees, visits to the museum, and a few other sources. See Appendix F for a complete list of "other" responses.

**Q31. [IF USE AAM'S MATERIALS] Which of the Asian Art Museum's materials do you currently use? [Check all that apply]**

The top three materials teachers currently use are all print pieces: educator packets with historical backgrounds and lessons (58%), school pre-visit packets (55%), and educator packet lesson plans (31%). The museum's website (24%), CD images or slides (23%) and poster sets (22%) rounded out the top five. This is not surprising due to the lack of online content at the time of the survey.

Materials	Frequency	Percent
Educator Packet: Historical Background and Lessons	91	58%
School Pre-visit Packets	87	55%
Educator Packet: Lesson Plans	49	31%
Asian Art Museum Website	38	24%
CD Images or Slides of Collections	37	23%
Poster Set	35	22%
Asian Art Museum's Online Image Database	20	13%
DVDs	6	4%
Other <sup>†</sup>	16	10%
<b>Total respondents</b>	<b>158</b>	

**NOTE:** Teachers could choose more than one source, so percentages total more than 100%.

<sup>†</sup> Other responses included materials for specific types of art or cultures, and some said they weren't using any of the materials at this time. See Appendix F for a complete list of "other" responses.

Elementary school teachers were most likely to use school pre-visit packets, whereas high school teachers were the least likely to use school pre-visit packets and educator packet: lesson plans. Middle school teachers were most likely to use the educator packet: historical background and lessons, and to use a wider variety of materials.

Materials	Elementary School		Middle School		High School	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Educator Packet: Historical Background and Lessons	40	25%	44	30%	18	12%
School Pre-visit Packets	52	33%	39	26%	6	4%
Educator Packet: Lesson Plans	23	14%	21	14%	8	5%
Asian Art Museum Website	9	6%	22	15%	16	10%
CD Images or Slides of Collections	8	5%	25	17%	12	8%
Poster Set	5	3%	22	15%	15	10%
Asian Art Museum's Online Image Database	4	3%	10	7%	11	7%
DVDs	0	0%	6	4%	2	1%
Other†	3	2%	4	3%	9	6%
<b>Total</b>	<b>160</b>		<b>149</b>		<b>155</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

† Other responses included materials for specific types of art or cultures, and some said they weren't using any of the materials at this time. See Appendix F for a complete list of "other" responses.

**Q32. For which class(es) do you use these materials? Please list. [OPEN-ENDED]**

Half of the teachers in the online survey were using the Asian Art Museum's materials to teach History/Social Science (51%), while the next most common subject areas were Visual Arts (21%) and English/Language Arts (16%).

Subject	Frequency	Percent
History/Social Science	68	51%
Visual Arts (including Art History)	28	21%
English/Language Arts	22	16%
Unclear / not given	21	16%
Other general comment	8	6%
English Language Development	6	4%
Don't use	3	2%
<b>Total respondents</b>	<b>134</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

Middle school History/Social Science teachers tended to use the Asian Art Museum's materials the most out of all grade levels/subject areas (nearly three-quarters of those surveyed)—which may be due to the fact that Asia is in the History/Social Science Standards in California, and the majority of respondents taught in California—followed by elementary and

high school teachers who taught History/Social Science. Teachers in all grade levels who taught Visual Arts were the next most prevalent users of the museum's materials.

Materials	Elementary School		Middle School		High School	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
History/Social Science	15	30%	37	79%	10	45%
Visual Arts (including Art History)	11	22%	7	15%	8	35%
English/Language Arts	11	22%	6	13%	1	5%
Unclear/not given	14	28%	3	6%	0	0%
Other general comment	6	12%	0	0%	1	5%
English Language Development	2	4%	2	4%	2	9%
Don't use	1	2%	1	2%	1	5%
<b>Total</b>	<b>50</b>		<b>48</b>		<b>22</b>	

**Q33. [IF USE AAM'S MATERIALS] How long have you been using materials from the Asian Art Museum?**

The length of use for the Asian Art Museum's materials varied greatly, and was well-distributed. Almost two-thirds (60%) had been using them four or more years, and more than one-third (36%) had been using the materials seven or more years.

Subject	Frequency	Percent
Less than one year	19	13%
1-3 years	39	27%
4-6 years	35	24%
7-9 years	24	16%
10 or more years	30	20%
<b>Total responses</b>	<b>147</b>	<b>100%</b>

**Q34. [IF USE AAM'S MATERIALS] Please tell us how well the Asian Art Museum's materials are meeting your needs in the following areas.**

When asked how the materials were meeting specific needs, nearly 50% of respondents agreed that the Asian Art Museum's materials aligned with content standards. Yet only 28% found the Asian Art Museum's materials accessible, revealing that the museum needs to provide more avenues and opportunities for teachers to access the museum's resources, such as offering more materials online. Respondents further identified the following as most meeting their needs: accurate information, personal and professional growth, alignment with standards, knowing what resources were available, activities and lesson plans, and integration with curriculum.

	Not at all: 1	2	3	4	5	6	Very well: 7
Providing Accurate Information (n=145)	<1%	1%	4%	11%	19%	30%	34%
Providing Personal and Professional Growth (n=148)	2%	5%	12%	16%	18%	20%	28%
Alignment with Content Standards (n=145)	2%	3%	8%	17%	24%	28%	19%
Accessibility/Knowing What Resources are Available (n=150)	3%	9%	15%	25%	19%	11%	17%
Providing Useful Activities and Lesson Plan Ideas (n=148)	2%	5%	13%	16%	23%	25%	16%
Ease of Integration with Curriculum (n=148)	1%	3%	10%	20%	24%	27%	15%
Engaging Student Interest (n=147)	1%	3%	11%	22%	27%	22%	14%
Meeting My Overall Needs (n=141)	<1%	3%	10%	29%	26%	18%	14%
Range of Cultures Covered (n=151)	<1%	5%	14%	20%	23%	24%	13%
Depth of Information Available (n=149)	<1%	3%	12%	25%	26%	20%	13%
Range of Topics Covered (n=150)	<1%	5%	17%	25%	27%	15%	10%

Elementary, middle, and high school teachers reported that the Asian Art Museum's materials met their needs most in terms of providing accurate information. Elementary school teachers also reported that providing useful activities and lesson plan ideas and alignment with content standards met their needs the most; whereas, middle school teachers cited alignment with content standards. In addition, high school teachers reported that the materials as most useful for providing personal and professional growth.

Grade	Need Met	LOW 1	2	3	4	5	6	HIGH 7
<b>Elementary School (K-5)</b>	Providing Accurate Information (n=67)	2%	0%	6%	12%	19%	34%	27%
	Providing Personal and Professional Growth (n=69)	3%	1%	17%	19%	20%	19%	20%
	Alignment with Content Standards (n=64)	2%	2%	13%	22%	23%	22%	17%
	Accessibility/Knowing What Resources are Available (n=69)	1%	9%	20%	28%	19%	9%	15%
	Providing Useful Activities and Lesson Plan Ideas (n=68)	2%	0%	15%	21%	22%	25%	16%
	Ease of Integration with Curriculum (n=67)	2%	2%	10%	28%	21%	21%	16%
	Engaging Student Interest (n=68)	2%	2%	13%	27%	25%	21%	12%
	Meeting My Overall Needs (n=65)	2%	0%	11%	31%	26%	19%	12%
	Range of Cultures Covered (n=69)	1%	3%	13%	25%	25%	20%	13%
	Depth of Information Available (n=67)	2%	2%	12%	28%	27%	21%	9%
	Range of Topics Covered (n=68)	2%	2%	16%	31%	28%	13%	9%
<b>Middle School (6-8)</b>	Providing Accurate Information (n=62)	0%	2%	0%	11%	16%	31%	40%
	Providing Personal and Professional Growth (n=64)	0%	8%	5%	17%	16%	25%	30%
	Alignment with Content Standards (n=64)	2%	3%	3%	9%	25%	38%	20%
	Accessibility/Knowing What Resources are Available (n=65)	2%	8%	9%	28%	23%	15%	15%
	Providing Useful Activities and Lesson Plan Ideas (n=64)	2%	5%	8%	14%	28%	23%	20%
	Ease of Integration with Curriculum (n=63)	0%	5%	6%	14%	27%	35%	13%
	Engaging Student Interest (n=66)	0%	5%	8%	18%	29%	27%	14%
	Meeting My Overall Needs (n=61)	0%	5%	8%	31%	28%	18%	10%
	Range of Cultures Covered (n=65)	0%	5%	11%	15%	23%	31%	15%
	Depth of Information Available (n=65)	0%	6%	8%	26%	23%	20%	17%
	Range of Topics Covered (n=65)	0%	6%	15%	23%	28%	17%	11%
<b>High School (9-12)</b>	Providing Accurate Information (n=34)	0%	3%	6%	15%	12%	32%	32%
	Providing Personal and Professional Growth (n=34)	0%	3%	9%	12%	12%	15%	50%
	Alignment with Content Standards (n=35)	3%	3%	9%	23%	23%	23%	17%
	Accessibility/Knowing What Resources are Available (n=35)	9%	0%	6%	23%	20%	17%	26%
	Providing Useful Activities and Lesson Plan Ideas (n=36)	0%	11%	17%	8%	19%	31%	14%
	Ease of Integration with Curriculum (n=34)	0%	3%	9%	24%	24%	27%	15%
	Engaging Student Interest (n=35)	0%	3%	17%	14%	29%	23%	14%
	Meeting My Overall Needs (n=33)	0%	3%	6%	30%	21%	24%	15%
	Range of Cultures Covered (n=36)	0%	6%	19%	19%	14%	31%	11%
	Depth of Information Available (n=36)	0%	0%	14%	25%	25%	25%	11%
	Range of Topics Covered (n=36)	0%	3%	28%	25%	17%	22%	6%

**Q35. [IF USE AAM'S MATERIALS] How could the museum's materials be improved upon? [OPEN-ENDED]**

When asked what would make the Asian Art Museum's materials even more useful, many teachers said that they didn't know (15%), although some had specific suggestions like having more content types/formats (13%), learning about what was available (12%) and what was appropriate to certain grade levels (10%).

Response	Frequency	Percent
Don't know / nothing	15	15%
More content types/formats	13	13%
General awareness of what's available to me	12	12%
More appropriate for my grade level/age group	10	10%
Easier access to materials	10	10%
Better format/more classroom-ready/easier to use	9	9%
Other general comment	8	8%
Unrelated or off-topic response	8	8%
More content depth	6	6%
More content variety	6	6%
Support for use (e.g. training, materials, lessons, docent visits, etc.)	4	4%
Linked to standards/coordinated with curriculum	4	4%
Commented on AAM programs	4	4%
Available in more languages	3	3%
Content updated more frequently/current content	2	2%
Fit with my curriculum, what I'm teaching	2	2%
More, quantity (general)	2	2%
Cross-curriculum integration of material	1	1%
<b>Total respondents</b>	<b>102</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

**Q36. [ALL TEACHERS] To help the Asian Art Museum produce meaningful resources for you, please select the topic(s) for which you may be interested in having instructional materials. [Check all that apply]**

Teachers were given a list of topics and asked how interested they were in each of them. At least 40% of teachers were interested in each topic, although the most popular topics, selected by at least half of all teachers were the following: East Asia (74%), Multiculturalism (60%), Pan-Asian Art (52%), Persian and West Asian World (50%), and Asian American Art (50%).

Topic	Frequency	Percent
East Asia (China, Korea, Japan)	312	74%
Multiculturalism	251	60%
Pan-Asian Art (multiple countries of Asia)	217	52%
The Persian World and West Asia (Iran, Iraq, Afghanistan, Turkmenistan, Uzbekistan)	209	50%
Asian American Art	208	50%
South Asia (India, Pakistan, Bangladesh, Sri Lanka)	197	47%
Southeast Asia (Cambodia, Thailand, Burma, Laos, Vietnam, Philippines, Indonesia, Malaysia)	187	45%
Contemporary Asian Art	185	44%
The Himalayas and the Tibetan Buddhist World (Tibet, Nepal, Bhutan, Mongolia)	177	42%
Other <sup>†</sup>	27	6%
<b>Total respondents</b>	<b>420</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

<sup>†</sup> Other responses included a variety of responses, with a few mentioning issues related specifically to California and Asia Society. See Appendix F for a complete list of "other" responses.

## Materials and Programs from Other Museums

Looking at a select group of sources, teachers were most likely to have used the Fine Arts Museums of San Francisco (FAMSF) for all three sources of materials to teach in their classes: printed materials (35%), online (15%), and multimedia (10%). Outside of the San Francisco Bay Area, the most common source of teacher information about Asian Art was the National Gallery of Art in Washington, DC.<sup>7</sup>

Comparing the Asian Art Museum (AAM) to the Fine Arts Museums of San Francisco and the San Francisco Museum of Modern Art (SFMOMA), AAM had a higher past participation in teacher workshops (26%) and docent-led school tours (33%), although this may have been due to the sample. Several lists of teachers who have participated in the Asian Art Museum programs were used for recruitment for this online survey. Teachers were about equally likely to have participated in the three for self-guided school tours, adult programs for personal interest.

### Q37. From which of the following museums have you ever, or do you currently use, materials to teach your class(es)? [Check all that apply]

MUSEUM (n=420)	Printed Materials	Multimedia Materials	Online Materials	Never used their materials	Received but haven't yet used
Fine Arts Museums of San Francisco: de Young Museum & Legion of Honor	35%	10%	15%	4%	43%
San Francisco Museum of Modern Art	25%	7%	14%	2%	52%
Exploratorium, San Francisco	16%	3%	11%	2%	54%
Oakland Museum of California	13%	3%	6%	2%	63%
National Gallery of Art, Washington, DC	9%	5%	12%	<1%	63%
Los Angeles County Museum of Art	8%	3%	8%	1%	66%
The J. Paul Getty Museum, Los Angeles	9%	4%	9%	<1%	66%
Asia Society, New York	3%	1%	5%	<1%	69%
Freer Sackler Gallery, Washington, DC	5%	2%	3%	0%	72%

### Q38. Please indicate whether you have participated in any of the following teacher or school programs at the following museums.

MUSEUM (n=420)	Teacher workshop / in-service training	Docent-led tour for your class	Self-guided tour for your class	Adult program for your personal interest	Storytelling Tour (AAM Only)	None
Asian Art Museum, San Francisco	26%	33%	18%	16%	15%	40%
Fine Arts Museums of San Francisco: de Young Museum & Legion of Honor	19%	24%	19%	18%	1%	44%
San Francisco Museum of Modern Art	12%	16%	14%	18%	<1%	55%

<sup>7</sup> This question did not specifically ask about teaching about Asia, and thus includes the Exploratorium.

## Program Participation at the Asian Art Museum

For those who had not participated, the main reason was that they did not know about the Asian Art Museum's (AAM) programs (60%). Other reasons included they did not match the curriculum (12%), did not teach about Asia (10%), or did not meet current needs (8%). When specifically asked what would get them to consider participating, cost offset (24%), greater availability (22%) and an awareness of the programs (19%) were mentioned.

For teachers who have participated in AAM programs, most had been participating at least 4 or more years (53%), 27% had been doing so 7 or more years, and 16% had been participating for 10 or more years. When asked how the programs were meeting their particular needs, teachers were most likely to say they provided accurate information and provided personal and professional growth opportunities. When asked to describe their experience, comments were overwhelmingly positive, and they specifically mentioned personnel and the support materials. For those who did mention something negative, it was more likely to deal with logistics. When asked how the programs could be improved upon, teachers mentioned more content variety (15%), more types of program formats (12%), more pre- and post-program support being made available (11%).

### Q39. [THOSE WHO HAVEN'T PARTICIPATED IN AAM PROGRAMS] Which of the following reasons describe why you haven't participated in programs at the Asian Art Museum? [Check all that apply]

Sixty percent of respondents who had not participated in programs at the Asian Art Museum cited it was because they did not know about them.

Reason	Frequency	Percent
Don't match the curriculum	20	12%
I don't teach about Asia in my class(es)	17	10%
Don't meet my current needs	14	8%
Too simple	0	0%
Too difficult	1	<1%
Not interactive enough	1	<1%
Didn't know about them	100	60%
Other†	44	27%
<b>Total respondents</b>	<b>166</b>	

**NOTE:** Teachers could choose more than one subject, so percentages total more than 100%.

† Other responses included time and cost constraints for doing a field trip in San Francisco. Many respondents said they didn't live in the San Francisco Bay Area. See Appendix F for a complete list of "other" responses.

**Q40. What would make you consider participating in these programs? [OPEN-ENDED]**

Participants cited cost offset (24%), greater availability (22%), and general awareness of what is available to me (19%) as the top reasons that would make them consider participating in programs at the Asian Art Museum.

Reason	Frequency	Percent
Cost offset (e.g., stipend, credit, funds)	28	24%
Greater availability (e.g. more classes, flexible scheduling, convenient)	25	22%
General awareness of what is available to me	22	19%
Proximity (geographic location)	20	17%
Better fit with my curriculum, what I'm teaching	11	9%
Understand ties to state/regional curriculum standards	7	6%
Support for use (e.g. training, materials, lessons, docent visits, etc.)	7	6%
Better/more content - subjects, topics, information	5	4%
Better/more content for my grade level or age group	4	3%
Time	4	3%
Easier access to these programs	3	3%
Unrelated or off-topic response	3	3%
More types of programs or formats available	2	2%
Other <sup>†</sup>	14	12%
<b>Total respondents</b>	<b>116</b>	

**NOTE:** Teachers could list more than one comment, so percentages total more than 100%.

<sup>†</sup> Other responses included many teachers commenting “if they were teaching classes or topics related to Asian art or culture again.” See Appendix F for a complete list of “other” responses.

**Q41. You have indicated participating in at least one Asian Art Museum program. Please comment on your experience. [OPEN-ENDED]**

The vast majority of participants (81%) gave positive comments about the Asian Art Museum's programs.

Suggestion (n = 137 respondents)	Frequency	Percent
<b>Positive comments</b>	<b>268</b>	
General positive comment	190	81%
Personnel comment	33	14%
Support materials comment	20	8%
Format comment	14	6%
Content comment	11	5%
<b>Negative comments</b>	<b>43</b>	
Logistics comment	25	11%
Format comment	8	3%
Content comment	7	3%
General negative comment	3	1%
<b>Storytellers</b>	<b>40</b>	17%
<b>Docent-led tour</b>	<b>81</b>	34%
<b>Self-guided tour</b>	<b>8</b>	3%
<b>Both tours</b>	<b>4</b>	2%
<b>General/Unspecified tour</b>	<b>9</b>	4%

**NOTE:** Teachers could comment on more than one subject, so percentages total more than 100%.

**Q42. How long have you been participating in these programs at the Asian Art Museum?**

Respondents tended to have participated in the Asian Art Museum's programs for 1-3 years (35%) followed by 4-6 years (26%), and 16% of respondents had participated for 10 or more years.

Subject	Frequency	Percent
Less than one year	24	13%
1-3 years	65	35%
4-6 years	48	26%
7-9 years	20	11%
10 or more years	30	16%
<b>Total responses</b>	<b>233</b>	<b>100%</b>

**Q43. Please tell us how well the Asian Art Museum's programs are meeting your needs in the following areas:**

The majority of participants reported that they felt the Asian Art Museum's programs provide accurate information (58%) followed by providing personal and professional growth (49%) and alignment with content standards (41%).

	Not at all: 1	2	3	4	5	6	Very well: 7
Providing Accurate Information (n=200)	<1%	0%	3%	9%	8%	23%	58%
Providing Personal and Professional Growth (n=222)	1%	3%	4%	12%	15%	18%	49%
Alignment with Content Standards (n=195)	1%	3%	5%	14%	17%	20%	41%
Engaging Student Interest (n=202)	<1%	2%	5%	14%	15%	26%	38%
Range of Cultures Covered (n=208)	<1%	3%	7%	11%	17%	25%	38%
Depth of Information Available (n=210)	<1%	3%	6%	12%	19%	24%	36%
Ease of Integration with Curriculum (n=212)	2%	3%	9%	13%	17%	23%	34%
Meeting My Overall Needs (n=211)	2%	4%	8%	15%	14%	23%	34%
Range of Topics Covered (n=201)	0%	4%	8%	13%	21%	24%	30%
Providing Useful Activities and Lesson Plan Ideas (n=197)	1%	6%	8%	14%	24%	18%	29%

With regard to the Asian Art Museum's programs, elementary school teachers rated providing accurate information, engaging student interest, providing personal and professional growth, and the depth of information available as best meeting their needs. Providing accurate information, alignment with content standards, and providing personal and professional growth were cited as the means the museum's programs best met the needs of middle school teachers; whereas high school teachers indicated that providing accurate information, providing personal and professional growth and depth of information available as best meeting their needs.

Grade	Need Met	LOW 1	2	3	4	5	6	HIGH 7
<b>Elementary School (K-5)</b>	Providing Accurate Information (n=99)	0%	0%	4%	8%	9%	23%	56%
	Providing Personal and Professional Growth (n=94)	1%	4%	5%	11%	16%	19%	44%
	Alignment with Content Standards (n=96)	1%	3%	5%	17%	19%	16%	40%
	Providing Useful Activities and Lesson Plan Ideas (n=97)	2%	2%	7%	11%	25%	20%	33%
	Ease of Integration with Curriculum (n=101)	2%	3%	7%	16%	20%	19%	34%
	Engaging Student Interest (n=98)	0%	2%	3%	12%	15%	22%	45%
	Meeting My Overall Needs (n=100)	2%	3%	8%	16%	13%	23%	35%
	Range of Cultures Covered (n=98)	0%	3%	7%	11%	16%	29%	34%
	Depth of Information Available (n=98)	0%	2%	6%	10%	20%	26%	36%
	Range of Topics Covered (n=94)	0%	2%	7%	14%	23%	25%	29%
<b>Middle School (6-8)</b>	Providing Accurate Information (n=81)	0%	0%	0%	5%	7%	19%	69%
	Providing Personal and Professional Growth (n=83)	0%	1%	1%	12%	16%	15%	55%
	Alignment with Content Standards (n=81)	1%	1%	0%	6%	14%	26%	52%
	Providing Useful Activities and Lesson Plan Ideas (n=84)	1%	1%	8%	12%	29%	19%	30%
	Ease of Integration with Curriculum (n=88)	1%	2%	5%	10%	14%	26%	42%
	Engaging Student Interest (n=84)	0%	0%	4%	13%	17%	26%	41%
	Meeting My Overall Needs (n=84)	1%	2%	7%	11%	17%	24%	38%
	Range of Cultures Covered (n=86)	0%	1%	5%	6%	23%	16%	49%
	Depth of Information Available (n=88)	0%	1%	2%	10%	21%	24%	42%
	Range of Topics Covered (n=85)	0%	1%	6%	8%	26%	25%	34%
<b>High School (9-12)</b>	Providing Accurate Information (n=46)	2%	0%	2%	11%	4%	39%	41%
	Providing Personal and Professional Growth (n=48)	2%	0%	2%	8%	10%	25%	52%
	Alignment with Content Standards (n=39)	3%	8%	13%	15%	18%	23%	21%
	Providing Useful Activities and Lesson Plan Ideas (n=42)	0%	17%	7%	19%	17%	24%	17%
	Ease of Integration with Curriculum (n=49)	4%	8%	16%	16%	6%	33%	16%
	Engaging Student Interest (n=42)	2%	2%	10%	21%	12%	36%	17%
	Meeting My Overall Needs (n=53)	4%	8%	13%	21%	11%	23%	21%
	Range of Cultures Covered (n=52)	2%	4%	8%	12%	14%	27%	35%
	Depth of Information Available (n=52)	2%	6%	8%	15%	12%	33%	25%
	Range of Topics Covered (n=49)	0%	10%	8%	16%	16%	31%	18%

**Q44. How could these programs be improved upon? [OPEN-ENDED]**

Participants cited more content variety (15%), more types of program formats (12%) and more pre/post program support (11%) as ways the Asian Art Museum's programs could be improved upon.

Response	Frequency	Percent
More content variety	24	15%
More types of program formats (e.g. outreach, online, interactive, etc.)	19	12%
Pre/Post program support available	18	11%
Unrelated or off-topic response	18	11%
More appropriate for my grade level/age group	16	10%
Greater availability (e.g. more classes, flexible scheduling, convenient)	16	10%
Don't know / nothing	13	8%
Teacher/professional development opportunities	13	8%
More content depth	9	6%
Logistics (e.g. time spent in program, pacing, group size, transport, etc.)	9	6%
Better alignment with state/regional curriculum standards	6	4%
General awareness of what is available to me	6	4%
High-quality, well-trained docents/staff	6	4%
Other general comment	5	3%
More, quantity (general)	5	3%
Cost offset	3	2%
Commented on AAM materials	2	1%
<b>Total respondents</b>	<b>161</b>	

**NOTE:** Teachers could comment on more than one subject, so percentages total more than 100%.

## Focus Group Results

As described in the Methods section, three focus groups were conducted with teachers representing Elementary Users (K-5), Secondary Users (6-12), and Prospective Users (K-12) of the Asian Art Museum. The results of the focus groups are presented in the following tables. It is important to note that focus group responses can often reflect the perspective of one individual. Responses in **bold type** below indicate instances of strong consensus interpreted from the focus group discussion.

### Main Findings

#### Differences Among Grade Levels

- Middle school teachers expressed the highest degree of satisfaction with what the museum currently offers.
- Elementary teachers (especially in the primary grades) expressed that the museum's resources were too advanced for their students, and that a burdensome amount of teacher translation was required to make the material age appropriate. High school teachers expressed less concern about the age-appropriateness of the materials.
- Elementary teachers and high school teachers expressed dissatisfaction with the limited tour options available to their students, and are interested in expanded options and flexibility with regard to tour themes, etc. Middle school teachers expressed less concern about their tour options.

#### Differences Among Arts v. Non-Arts Educators

- Arts educators were satisfied with the level of scholarship/detail provided in the existing museum resources (e.g., they have the background knowledge to adapt it to their classrooms).
- Arts educators expressed interest in accessing detailed Visual Arts-focused lesson plans.
- Both arts and non-arts educators are interested in interdisciplinary content.

#### Challenges to Accessing Museum Education Resources (Prospective User Group)

- Prospect of field trips perceived as unfeasible/impractical/overwhelming by teachers
- Inability to accommodate large student groups on tours (not cost-effective for schools to bring small groups)
- Transportation costs and logistics
- Unaware of what is currently available/on view at museum
- Field trips are scheduled in August/September, and Asia units happen at end of school year (teachers are not thinking that far ahead)
- Unpredictable number of field trip days available to teachers (varies with budget)
- Unclear curriculum links, need to justify visit vis-à-vis standards, etc.

### Teacher Preferences Regarding Instructional Resources and Programs

The following teacher preferences were expressed during the first and second segments of each focus group, when teachers discussed instructional materials and resources they currently use in their classrooms, and reviewed the Asian Art Museum's *existing* education offerings.

#### Print Instructional Materials and Web Resources

##### Content

All focus group participants wanted access to free content, whether in print or on the web. Participants also emphasized the need for grade-level specific lesson plans and activities, lesson plans that could be integrated into various subject areas, and pre- and post- visit activities. The request for integrated lesson plans coincides with the online survey finding that 83% of teachers integrate the Visual Arts into their curriculum (Q12). Moreover, teachers did not want low-quality lessons (e.g., "cookie cutter" crafts) or dry, overly academic information. Specific to web resources, teachers sought

student-oriented content such as activities, games, and links to additional information, and content on learning in museums. A thematic online gallery of key works in the collection, background information, and media resources such as video clips and demonstrations were noted as well.

#### Format

The focus group participants requested that web resources contain streaming/downloadable video, advanced search function/capabilities, and be visual oriented (images rather than lengthy text).

INSTRUCTIONAL MATERIALS	DOs	DON'Ts
<p><b>Content</b></p>	<ul style="list-style-type: none"> <li>• <b>Free content</b></li> <li>• Assessment/evaluations (e.g. rubrics)</li> <li>• Information for creating and preparing for self-guided tours</li> <li>• Visual Thinking Strategies (VTS) information and tools</li> <li>• <b>Object-based learning information and tools</b></li> <li>• Basic information on why/how to look at art with students (age appropriate)</li> <li>• Museum etiquette resources</li> <li>• <b>Grade-level specific lesson plans (including standards, age-appropriate background information, brief activity ideas, references, vocabulary)</b></li> <li>• <b>Focus on engaging higher order thinking skills, expand students' perspective on content</b></li> <li>• <b>Differentiated activities/multiple intelligences</b></li> <li>• <b>High interest pre- and post-visit activities to engage students with content, encourage further exploration</b></li> <li>• <b>Integrated lessons (e.g., Mathematics, Language Arts, History/Social Science)</b></li> <li>• <b>Project-based, interdisciplinary activities</b></li> <li>• <b>Organization by theme, culture (generally preferred over chronology or geography)</b></li> <li>• Family-oriented guides or activities that extend student exploration to the home (opportunity to share school experience with family)</li> <li>• <b>Distinct content for teachers and students</b></li> <li>• <b>Access to progressive levels of detail/information/scholarship</b></li> <li>• Line drawings of objects</li> <li>• Basic instructions for hands-on activities</li> <li>• Additional classroom kits for loan (e.g., calligraphy)</li> <li>• Lending library of resources (mailable)</li> <li>• Spanish language resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Low-quality lessons (e.g., poor content or cookie cutter “crafts”)</b></li> <li>• Scripted lessons (too detailed)</li> <li>• <b>Dry, overly academic/scholarly background information (instead, include links/references to scholarly resources)</b></li> <li>• Include slides (teachers no longer have access to slide projectors)</li> </ul>
<p><b>Format</b></p>	<ul style="list-style-type: none"> <li>• Microsoft Word documents to facilitate adaptability (copyright considerations?)</li> </ul>	<ul style="list-style-type: none"> <li>• (none specified)</li> </ul>

WEB RESOURCES	DOs	DON'Ts
<p><b>Content</b></p>	<ul style="list-style-type: none"> <li>• <b>Free content</b></li> <li>• Links to other sites (e.g., Asian arts, culture, current events) and primary source documents (downloadable)</li> <li>• <b>Content/vocabulary that is age-appropriate and geared to English Language Learners (ELL) (students who speak a language other than English at home and score below proficient on school district English language assessments)</b></li> <li>• <b>Student-oriented content (e.g., pre- and post-tour activities/games, links to further information, introduction to museums as learning environments)</b></li> <li>• Content to supplement shortcomings of state standards (e.g. Islamic Southeast Asia)</li> <li>• Ability to communicate/correspond with students in Asia</li> <li>• <b>Thematic online gallery of key works in the collection with background information</b></li> <li>• Joint thematic site with content/images from multiple SF museums</li> <li>• Gateway website that organizes museum education resources in SF</li> <li>• <b>Ability to construct self-guided tour based on current exhibition schedule (e.g., object images, downloadable content, pre- and post-visit activities, etc.)</b></li> <li>• Information about nearby things to do before or after museum visit</li> <li>• <b>Distinct content for teachers and students</b></li> <li>• <b>Media resources (e.g., video clips and demonstrations)</b></li> <li>• <b>Feedback forum for teachers who have used/ adapted the resources</b></li> <li>• Ability to upload lessons to share</li> <li>• Access to lending library resources</li> <li>• <b>In-depth information to supplement resource guides</b></li> <li>• <b>World religion calendars and information</b></li> </ul>	<ul style="list-style-type: none"> <li>• Dead links</li> <li>• <b>Overly dense/scholarly information (too challenging for EL students)</b></li> <li>• <b>Too many layers to get to information</b></li> <li>• <b>Too much text on a page (minimize scrolling)</b></li> </ul>
<p><b>Format</b></p>	<ul style="list-style-type: none"> <li>• <b>Easy navigation</b></li> <li>• <b>Streaming/downloadable video</b></li> <li>• <b>High-resolution images</b></li> <li>• <b>Advanced search function/capability</b></li> <li>• <b>Visually-oriented (images rather than lengthy text)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pop-ups (DocShots okay)</li> </ul>

## School and Teacher Programs

The focus group participants requested that the Asian Art Museum increase school program offerings for elementary school and provide hands-on activities; moreover, teachers emphasized that the museum should indicate the content standards covered by the school tours. Teachers also requested more educator events, such as evening events, hands-on activities, and scholarly speakers. However, participants expressed concern about the varying quality of the museum's docents, particularly for middle school groups.

SCHOOL PROGRAMS	DOs	DON'Ts
<p><b>Content</b></p>	<ul style="list-style-type: none"> <li>• <b>Increase school program offerings for primary grades (e.g., storytelling)</b></li> <li>• <b>Provide story content in advance of storytelling tours</b></li> <li>• Infuse more Visual Thinking Strategies (VTS) into programs and teacher training</li> <li>• Publish full-year schedule for Asia Alive by August</li> <li>• Pre-visit packets (see Instructional Materials ideas above)</li> <li>• <b>Include hands-on activity for all tours and programs (e.g., calligraphy)</b></li> <li>• <b>Include more authentic hands-on projects (e.g., high quality materials, processes)</b></li> <li>• Continue great turnaround time on school tour bookings</li> <li>• Post deadlines for booking</li> <li>• Opportunities for virtual collaboration with partners in other countries</li> <li>• <b>Flexible tour content/duration for secondary students</b></li> <li>• <b>Pre-visit resources for EL students</b></li> <li>• <b>Indicate standards addressed on school tours</b></li> <li>• <b>Allow sketching in the galleries</b></li> <li>• Opportunity for students to meet with curators during school programs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Kick out” school groups after tour or program</b></li> <li>• Pre-visit worksheets are too dense graphically; need to redesign</li> <li>• Large group logistics are poor</li> <li>• Inconsistent docent quality (particularly with middle school students)</li> </ul>
<p><b>Format</b></p>	<ul style="list-style-type: none"> <li>• (none specified)</li> </ul>	<ul style="list-style-type: none"> <li>• (none specified)</li> </ul>

EDUCATOR WORKSHOPS	DOs	DON'Ts
<p><b>Content</b></p>	<ul style="list-style-type: none"> <li>• <b>More educator events (e.g., teacher night)</b></li> <li>• <b>Professional development offered to Bay Area teachers</b></li> <li>• <b>Scholarly speakers</b></li> <li>• <b>Hands-on activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• (none specified)</li> </ul>
<p><b>Format</b></p>	<ul style="list-style-type: none"> <li>• (none specified)</li> </ul>	<ul style="list-style-type: none"> <li>• (none specified)</li> </ul>

## Teacher Recommendations for Future Museum Offerings

The following recommendations were generated during the third segment of each focus group in response to the question: ***What specific instructional resources and/or programs would you find most valuable to be offered by the Asian Art Museum?*** Please note that each bullet point represents an individual teacher response.

The request for the development of cross-curricular lessons and the exploration of cultural beliefs through art mentioned by the Elementary (K-5) and Prospective (K-12) users echo the findings of the online survey in which the majority of teachers reported that they use the Visual Arts as integrated art instruction (and an important factor in deciding to use materials is the link to content standards).

FORMAT	ELEMENTARY USERS	SECONDARY USERS	PROSPECTIVE USERS
<b>Materials</b>	<ul style="list-style-type: none"> <li>Develop cross-curricular lessons that tie in with art</li> <li>Clear links to content standards in art, social studies, etc.</li> <li>Introductory information about art History</li> <li>Historical and cultural context that is age-appropriate for elementary students</li> <li>Create a binder like "Get Smart with Art" (de Young Museum)</li> <li>Cultural/country studies that give background in art</li> <li>Digital images or overhead transparencies in resource binders (most universal technology)</li> <li>More hands-on kits for teachers to borrow (e.g., brush painting)</li> <li>Distinct content for teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Mini-units within broader themes</li> <li>Use census information to create educational materials that represent diverse student populations (e.g., Cambodia, Laos, Thailand, etc.)</li> <li>Include reference to standards, but don't be limited by them</li> <li>Detailed art lessons</li> <li>Lessons focused on Asian textiles</li> <li>Provide written content that is appropriate for middle and high school students (no teacher translation needed)</li> <li>Distinct content for teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Theme-based lessons</li> <li>Bibliography of further resources/books related to lessons; literature suggestions</li> <li>Cross-cultural artistic developments and advances (timeline)</li> <li>Interdisciplinary lessons (specifically art/dance)</li> <li>Links between ancient and contemporary History/culture</li> <li>Resource packet focused solely on art techniques/activities</li> <li>Cultural conquest/object recovery and repatriation</li> <li>Explore cultural beliefs through art</li> <li>Explore fundamental beliefs of Asian religions</li> <li>Brief History of 7 geographic regions</li> </ul>
<b>Website</b>	<ul style="list-style-type: none"> <li>(none specified)</li> </ul>	<ul style="list-style-type: none"> <li>Include music downloads related to content (traditional and contemporary)</li> <li>Create student-oriented section with appropriate content and language</li> <li>Video content (artist profiles, technical demonstrations)</li> <li>Printable resources for students (line drawings of objects, images for reports)</li> </ul>	<ul style="list-style-type: none"> <li>Computer-based learning modules, guided study, self-paced for students</li> <li>Games</li> <li>Virtual tour</li> <li>Streaming/downloadable video content (short clips, demonstrations of art-making and performances)</li> <li>Downloadable images with contextual information</li> <li>Thematic slideshows with contextual information</li> </ul>

FORMAT	ELEMENTARY USERS	SECONDARY USERS	PROSPECTIVE USERS
<p><b>School Programs</b></p>	<ul style="list-style-type: none"> <li>• Include hands-on activity with storytelling that can deepen students' understanding of folktales</li> <li>• Fables program</li> <li>• Hands-on objects at museum or on classroom loan (de Young example)</li> <li>• Extend programs to Kindergarten level</li> <li>• Poetry in the galleries program</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Yogi Kids; great for kinetic learners</li> <li>• Continue MUNI passes and educator day passes</li> <li>• Introduce students to arts/museum practices and careers</li> <li>• Expand workshops available to high school level groups</li> <li>• Offer storytelling tours for secondary level students</li> <li>• Expand tour options for high school students (times and exhibitions available)</li> <li>• Earlier entry time for self-guided tours</li> <li>• Enable high school groups to re-enter museum after lunch</li> <li>• Allow high school groups to visit other galleries beyond scope of scheduled tour</li> <li>• Allow entire high school class to enter museum together (30 students + chaperones)</li> <li>• Faster turnaround on school tour requests</li> <li>• Collect more information about the school on the tour request form and docent call</li> <li>• Increase length of tour and include hands-on art activity</li> <li>• Demonstrations by experts during school visits with guide for post-visit activities</li> <li>• Allow longer time slots for self-guided tours</li> <li>• Increase interactivity of school tours (e.g., include this in docent training)</li> <li>• Include overview of entire museum in school tours (e.g., quick viewing of key objects to get broad scope)</li> <li>• Limit focus of tours/thematic</li> </ul>	<ul style="list-style-type: none"> <li>• Links between ancient and contemporary History/culture</li> <li>• Links between nature and art (educator packet and teacher training)</li> <li>• Creative writing activities linked to storytelling tours</li> <li>• Self-guided tours with headsets</li> <li>• Ethnic studies workshop for secondary students regarding Asian religions</li> <li>• Ethnic studies workshop for secondary students regarding Model Minority Myth and History of Asian Americans</li> <li>• Hands-on tours for high school students</li> <li>• Emphasis on historical background of artifacts at high school level</li> <li>• Chinese brush painting for middle school students</li> <li>• Theme-based tours</li> <li>• Spanish language tours</li> </ul>
<p><b>Teacher Programs</b></p>	<ul style="list-style-type: none"> <li>• Educator nights</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Arts training for teachers (e.g., skills and techniques)</li> <li>• Teacher workshops on Asian arts, History, culture</li> <li>• Teacher-Museum partnerships focused on collaborative curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Weekend institutes</li> <li>• Art production/History workshops</li> </ul>

FORMAT	ELEMENTARY USERS	SECONDARY USERS	PROSPECTIVE USERS
<b>Outreach Programs</b>	<ul style="list-style-type: none"> <li>• Asian art/architecture walking tours</li> <li>• Collaboration with other museums and school districts</li> <li>• Outreach programs to schools (e.g., docent, ambassador, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• School-Museum partnerships with student-focused input/projects</li> <li>• Pre-visit from docent</li> <li>• Outreach programs offered to wider geographic region (Bay Area)</li> <li>• Knowledgeable speakers available to school sites</li> <li>• Teaching objects available to school sites (with or without docent)</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday-oriented and/or culture-based school presentations</li> <li>• Docent programs (e.g., partner with SFUSD volunteers to bring activities to school sites)</li> <li>• Collaborate with SFUSD art coordinators/VAPA department</li> <li>• Coordinate activities with SF main library</li> </ul>
<b>Events &amp; Exhibitions</b>	<ul style="list-style-type: none"> <li>• Japanese Children's Day event for Arts Alive</li> <li>• Designated children's art gallery at museum</li> </ul>	<ul style="list-style-type: none"> <li>• (none)</li> </ul>	<ul style="list-style-type: none"> <li>• Theme-based exhibitions</li> <li>• Interactive displays/exhibitions</li> </ul>

# Conclusions and Recommendations

The thoughtful perspectives and insights of the 420 voices represented in this report illuminate the value of the Asian Art Museum's existing instructional resources and programs, and provide valuable insights into how the museum might strengthen and expand its programs in the future. The conclusions are presented below in direct relation to the evaluation questions. Recommendations follow each of the conclusions in bullet point form.

## 1. USE OF VISUAL ARTS IN CLASSROOMS

### To what extent do teachers already use the Visual Arts to teach history, culture, religion, and other school subjects?

a. INTEGRATION OF VISUAL ARTS IN THE CLASSROOM: Among online survey respondents, the Visual Arts are used in a more integrated manner in the classroom rather than as a stand-alone. They use these Visual Arts instructional materials for a variety of classes, however, teachers at all grade levels were most likely to integrate Visual Arts instructional materials into their History/Social Science curriculum.

- Develop more Visual Arts instructional materials that support and can be easily integrated to various curricula areas (e.g., History/Social Science, English/Language Arts, Visual Arts, and Foreign Language).

b. DIVERSITY OF NEEDS: Among focus group respondents, secondary school Visual Arts teachers wanted more detailed art lesson plans and resource packets dedicated to teaching art techniques. This was in contrast to teachers of other subject areas who requested broader types of lessons and suggested activities. Teachers of all grade levels did not want low-quality lessons (e.g. "cookie cutter" crafts) or overly academic information.

- Be sensitive to the specific needs of multiple and single subject teachers: create a diversity of content and format types that can be easily applied to different grade levels and subject areas.

## 2. FAVORITE RESOURCES ON ASIA

### Which other programs and resources about Asia are teachers using in their classrooms, and what is their assessment of them?

a. Only 32%, of teachers who teach about Asia strongly agreed (a 6 or 7 on a 7-point scale) that the materials they are currently using are useful to them. Suggestions for how to improve these materials varied. The most frequent suggestion was to offer more types and formats (24%; n=59) and to provide support for use (17%; n=42).

- Work with teacher advisory committees to design programs and resources that align with more specific grade levels and content areas.
- Expand content and format of AAM materials offered to teachers of various grade levels and subject areas.

b. Among the online survey respondents 75% percent reported that they teach about Asia. They teach about Asia most often in the context of Language Arts Stories and/or Recommended Literature (61%) and Community/Family Heritage Celebrations (57%).

- Develop content using Asian visual arts to teach traditional stories (myths, legends, and folklore), and community/family heritage.

c. Focus group participants shared a variety of web-based and print resources that they currently use to teach about Asia and other subjects in their classroom (see Appendix X). Teachers shared individual preferences, but noted they generally had little time to adapt materials beyond their textbook.

- Research textbooks currently in use and develop materials that clearly expand upon the textbooks with the goal of increasing usability for teachers with limited planning time.
- Market and conduct professional development workshops to a wide range of teachers on how to incorporate the Asian Art Museum's materials into their curriculum.

d. In general, middle and high school teachers wanted scholarly content about Asia that is written and presented in a way that specifically engages secondary-level students.

- Develop materials that includes engaging, scholarly content written at grade appropriate reading levels (no teacher translation needed).

### 3. TEACHER COMFORT WITH ASIAN CONTENT

#### To what extent do teachers feel effective in their current approaches to teaching about Asia?

a. Among online survey respondents, the majority of teachers cover content about Asian art (75%), history or culture in their classrooms, and were most likely to do so in classes related to History/Social Sciences, Visual Arts, and English/Language Arts. Teachers were by far most comfortable teaching about East Asia (32%, or a 6 or 7 on a 7-point scale), followed by teaching about Asia in general (17%, a 6 or 7). For the other categories, roughly 5% said they were very comfortable teaching in that particular content area. There was not a big difference in the other four areas – they were equally comfortable (or uncomfortable) teaching about these areas.

- Continue to develop materials on East Asia (China, Japan, and Korea), while introducing other regions of Asia to teachers through interdisciplinary packets that also make connections cultural festivities, and current events.

b. Teachers' comfort levels with particular content areas tended to vary according to grade level. Elementary school teachers were least comfortable teaching about South Asia, while high school teachers were most comfortable teaching about the Persian World and West Asia. Middle school teachers were the most comfortable teaching about East Asia, which may be due to the fact that East Asia is in the History/Social Science Content Standards for public middle schools in California, and the majority of respondents taught in California.

- Offer outreach where museum staff and volunteers can model how to teach about Asia in various curricular areas in the form of school-site professional development and classroom lessons.

#### 4. AWARENESS OF THE ASIAN ART MUSEUM:

##### To what extent are teachers aware of the Asian Art Museum's education programs and resources for teaching about Asian art and culture in their classrooms?

a. Among teachers who completed the online survey, a little more than one-third had used the museum's materials to teach in their classrooms. Of this group the large majority (75%) had heard about the materials as of participating in a museum program, suggesting that there may be room to raise awareness of the museum's teacher materials through other avenues. Other sources included Asian Art Museum communications, both print and electronic, including brochures (34%), the website (28%) and email (27%).

- Collaborate with the museum's broader institutional branding initiative to develop branding specific to school and teacher programs and resources.
- Extend school and teacher marketing materials to students, parents, after-schools, and pre-credential teacher audiences.
- Expand visibility and use of the Asian Art Museum's materials by increasing opportunities to participate in the museum's programs--study barriers to participation (cost, free time, etc) and come up with strategies for eliminating the barriers.
- Expand awareness of the Asian Art Museum's resources by presenting at teacher conferences (e.g. the National Art Education and Social Studies teacher conferences), resource fairs, school district board meetings
- Work with the museum's web team to make the teacher content more visible on the museum's website; explore use of social media such as Facebook site for teachers, blog, etc.
- Establish relationship with partner organizations to post on their email blasts and list-serves

b. The top three materials teachers currently use are all print pieces: educator packets with historical backgrounds and lessons (58%), school pre-visit packets (55%), and educator packets lesson plans (31%). The museum's website (24%), CD images or slides (23%) and poster sets (22%) rounded out the top five. This is not surprising due to the lack of online content at the time of the survey.

- Expand content and format of materials offered to teachers of various grade levels and subject areas.

#### 5. USAGE OF ASIAN ART MUSEUM PROGRAMS AND MATERIALS:

##### Which teachers are currently using the museum's programs; and how and why do they use them?

a. A little more than half of the online survey respondents had participated in one of five specific Asian Art Museum programs for teachers (docent-led school tour, storytelling school tour, self-guided school tour, teacher workshop, and adult program). Of those who have not participated in a Asian Art Museum program the majority (60%) cited it was because they were unaware of them.

- See recommendations under number 4 above for strategies to increase visibility and outreach.

b. Among online survey respondents, a little more than one-third had used the museum's materials to teach in their classrooms. For the online survey respondents that are using resources from the Asian Art Museum, 51% were using the materials for History/Social Science, while the next most common subjects were Visual Arts (21%) and English/Language Arts (16%). When analyzed by grade level and subject area taught, middle school History/Social Science teachers tended to use the Asian Art Museum's materials the most out of all grade levels and elementary school teachers tended to use the museum's materials the least, which may be due to the fact that Asia is required to be taught in the History/Social Science content standards in California.

- Continue to develop materials for middle school teachers while developing resources appropriate for elementary teachers and students.
- Expand the number of professional development opportunities available for teachers, and conduct workshops to pre-credential and new educators on how to use the Asian Art Museum's resources.

The various educator packets (including pre- and post- visit activities) were the resource they were most likely to have used, and across all materials teachers were most likely to have been using them for seven or more years. They saw these materials as being most useful for providing accurate information, opportunities for personal and professional growth aligning with content standards.

- See recommendation for number 5.c.

## 6. BARRIERS TO USAGE OF ASIAN ART MUSEUM MATERIALS AND PROGRAMS

### **What are the perceived barriers for those who are not currently using the museum's programs and resources?**

a. Among those who had not used the museum's instructional materials (44%), the main reason was that they simply weren't aware of the materials (71%), and suggested email as the best means for communicating with them about materials. By far the main reason for not having participated in museum's programs was also due to their not being aware of them. Greater awareness, in addition to cost offset and greater availability, were seen as the factors that would encourage larger participation in the on-site programs.

- See recommendations under number 4 above for strategies to increase visibility and outreach.

The following barriers to accessing and utilizing museum resources were expressed by participants in the Prospective User (K-12) focus group, corroborating and expanding upon the barriers listed above:

b. Teachers are simply unaware of the exhibitions and educational resources available from the museum.

c. The prospect of field trips in general is frequently perceived as overwhelming by teachers for the following reasons: 1) Limits placed on the size of student tour groups can render field trips impractical for schools, given the transportation costs and logistical coordination involved; 2) Field trips are scheduled in August/September, and Asia units happen at end of school year. Teachers expressed that they typically are not thinking that far ahead, and tend to plan field trips around fall content; 3) Teachers receive an unpredictable number of field trip days, and this number can shift or diminish depending upon the budget and time of year.

- Make school tour visits more cost effective by creating opportunities for large groups of students to come to the museum at the same time.

- Explore possibility of scheduling the entire year of programs at one time or institute a rolling registration
  - Work with teacher focus groups, administrators, and Parent Teacher Organizations (PTOs) on identifying and finding solutions to financial and logistical barriers
- d. Teachers expressed the need to justify field trips vis-à-vis content standards, and noted that it would be valuable to have the standards alignment listed on the website for each school tour offered.
- Create matrix of AAM programs and resources, and alignment to state of California content standards. Make this information available on the museum's website and in other communications.

## 7. CONTENT PRIORITIES AND PREFERRED FORMATS

### **What content is of highest priority, and what is the most effective way for the programs and resources to be formatted, delivered, and accessed?**

- a. While online was a trend in identifying, requesting and acquiring materials, there was a strong preference for receiving *both* online and physical materials. When looking for supplementary instructional materials, teachers also consulted with other teachers to some degree. The most common online materials being used are downloadable portable document files (PDF), searchable image databases and online video clips.
- Create more searchable information for teachers online (currently offered only in certain areas of the museum's website), and explore methods by which we might make the museum's online collection more teacher friendly.
  - Continue to produce both print and online versions of AAM materials.
- b. Once they find the materials, teachers use a combination of contacting the source directly and by going online; there is also a preference for contacting the source directly, with email being the most common of all the contact methods.
- Ensure museum staff contact information and communication methods are clear and easy for teachers
- c. Among online survey respondents, when asked to indicate their interest in teaching about Asia from a list of topics areas, the most common online survey responses were "East Asia" and "Multiculturalism." Teachers reported that they were most comfortable teaching about East Asia, which may be due to the prevalence of East Asia in the History/Social Science Content Standards for public middle schools in California. Focus group respondents are interested in content that clearly supports their existing requirements and content standards, but also indicated that the museum should feel free to complement the standards and address gaps in the curriculum.
- Although teachers report most comfort with East Asia, they still cite it as the area for which they desire more materials. The museum will try to balance this request with its broader mission to expand awareness about all cultures of Asia. We will continue to develop East Asian content as well as content on such supplementary topics as Islam in Asia, South and Southeast Asian art and culture (recommended content areas in the focus groups).
- d. Online Survey respondents were likely to say that, regardless of the content, they most preferred to get suggested classroom activities and background content for specific topics, followed by comprehensive units. They also mentioned that they were much more likely to modify the materials they were getting rather than use them "as is,"

which may explain why scripted lesson plans were not as desirable. Focus group participants at all school levels expressed interest in theme-based, project-based, and interdisciplinary content in both online and printed form (PDF). They preferred this type of content over strictly geopolitical or chronological information.

- Future teacher packets and web content will emphasize thematic over geographic content.
  - Materials will be developed so they are easily searchable and segments may be pulled out to meet various classroom needs.
  - Teacher advisory groups will be used in ongoing discussions about materials we develop.
- e. Elementary teachers and Visual Arts educators in the focus groups are interested in detailed Visual Arts lessons, although for different reasons and at different levels of complexity. Elementary teachers are interested in basic information with links to access to more advanced resources, accompanied by detailed instructions for age-appropriate hands-on lessons. Secondary level arts specialists sought scholarly background information and details about authentic materials and techniques used in Asian visual art forms.
- Materials must be developed with different teachers and grades in mind; how this will be done is still to be determined, but one idea is to have core ideas for all grades presented in universally accessible language, with activity suggestions that are grade-scaled.
- f. Focus group participants had the most to say about the content, structure, and logistics of field trips. They perceived that the current tour program focused on upper elementary and middle school grades, and recommended extending certain offerings (such as storytelling tours) to all K-12 levels.
- Explore expansion of some of our programs to other grade levels.
- g. Focus group participants, particularly at the secondary level, were keenly interested in an expansion of educator workshops, including more frequent educator nights at the museum, hands-on arts workshops, and weekend institutes that would build their capacity to bring Asian arts and culture into the curriculum. Focus group participants also requested outreach programs to schools in the form of docent-led experiences, loan kits of teaching objects and other hands-on materials, and access to artists and scholars available for school-site demonstrations, workshops, and presentations.
- Expanding our programming in this way is currently planned.

## 8. SUGGESTIONS FOR IMPROVEMENT

### What would make the museum's current programs and resources more useful for teachers?

- a. Online Survey respondents expressed that, in general, the materials about Asian art, history and culture they are currently using can be more useful by adding more content types (e.g., more media formats), providing support for materials, providing more content depth, customizing materials to include age-appropriate information, and incorporating classroom-ready materials and more content in general.
- b. Asked specifically about improving the Asian Art Museum's teacher materials, suggestions included having more content/formats (13%), increasing awareness of what's available (12%), making it more appropriate to their grade level (10%), and easier to access (10%).

c. Focus group participants sought grade-level specific content, activity ideas, and lesson plans (as opposed to packets designed for a range of grade levels). The current instructional resources are perceived as too general and need to be adapted. However, focus group participants were not interested in overly-detailed, scripted lesson plans; brief descriptions of age-appropriate activities and concise lessons are preferred.

- See strategies for 8. a-d listed under 7. above.

d. As noted previously, focus group participants were interested in improved field trip logistics. Better publicity of exhibition and program information, real-time online booking, expanded tour options, and the ability to extend their visit by re-entering the museum after lunch were key points.

- See strategies for improving field trip logistics listed above under 6.c.

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# Appendices

## APPENDIX A: Online Survey Invitation Mailed to Past AAM Participants

February 10, 2009

Dear Teacher,

The Asian Art Museum's Education Department is asking for your help. (Delete- with a teacher needs online survey). In 2008, the Asian Art Museum received a major grant from the Bank of America Charitable Foundation to launch its new "Bridge Project," a series of initiatives to expand the museum's K-12 teacher and school programs about the art and cultures of Asia.

The goal of the Bridge Project is to expand and update our existing teacher materials for use statewide, and ultimately, across the United States. Our first step is to get some feedback to ensure that we have an understanding of your current needs and preferences.

As a past participant of one or more of the museum's teacher workshops, your feedback is especially important to us. **Please help us by typing the following URL into your web browser, which will take you directly to an online survey: <https://vovici.com/wsb.dll/s/6ea8g3b249>**

The online survey will take approximately 15-20 minutes to complete. By completing this online survey, you are eligible for a drawing to win one of five \$100 gift certificates for Amazon.com.

Please complete the online survey **by Friday, February 27**.

Thank you for your support of the Asian Art Museum's education programs and resources. If you have any questions, please contact Stephanie Kao at 415.581.3662 or [skao@asianart.org](mailto:skao@asianart.org). We look forward to sharing our results with you at the end of the summer!

Sincerely,

Deborah Clearwaters  
Director of Education

Stephanie Kao  
Manager of School and Teacher Programs

Asian Art Museum  
Chong-Moon Lee Center for Asian Art and Culture  
200 Larkin St, San Francisco, CA 94102  
[www.asianart.org](http://www.asianart.org)



## APPENDIX B: Online Survey Invitation Emailed to Past AAM Participants

Subject of email: Asian Art Museum teacher feedback  
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**[typical AsiaNotes greeting],**

The Asian Art Museum has received a major educational grant from the Bank of America to expand our K-12 teacher and school programs about the art and cultures of Asia. As part of this grant we are gathering information from teachers about the use of Visual Arts in the classroom.

As you are likely familiar with or already participating in the museum's educational programs, your feedback is especially valuable. It will also help serve thousands of teachers and students in California and across the US, not yet aware of our resources.

Please take 15-20 minutes to complete the online survey. This link will take you directly there:

<https://vovici.com/wsb.dll/s/6ea8g3ab61>

When you finish answering the questions you'll have an opportunity to be entered into a drawing to win one of five Amazon gift certificates for \$100.

Thanks so much for your help, your participation in, and support of the museum's educational programs.

Please answer the questions **by Tuesday, February 24.**

If you have any questions, please contact Stephanie Kao in the education department at 415.581.3662 or email [skao@asianart.org](mailto:skao@asianart.org).

Sincerely,

Deborah Clearwaters  
Director of Education

Stephanie Kao  
Manager of School and Teacher Programs

Asian Art Museum  
Chong-Moon Lee Center for Asian Art and Culture  
200 Larkin St, San Francisco, CA 94102  
[www.asianart.org](http://www.asianart.org)



## APPENDIX C: Online Survey Invitation Emailed to Distribution Partners

### Subject line – Asian Art Museum: Feedback from Teachers Needed

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Dear [typical member greeting],

We are partnering with the Asian Art Museum and they have asked us to forward the message below to you. We hope you can take the time to help the museum and the teacher community.

[typical member ending]

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### Asian Art Museum – Feedback from Teachers



Please excuse any cross-posting.

The Asian Art Museum of San Francisco, as part of a major grant from the Bank of America Foundation to expand its K-12 educational materials and programs, is gathering information from teachers about the use of Visual Arts in the classroom (called the Bridge Project). Your valuable feedback will serve thousands of teachers and students in California and across the U.S.

The goal of the Bridge Project is to expand and update our existing teacher materials for use statewide, and ultimately, across the United States. Our first step is to get some feedback to ensure that we have an understanding of your current needs and preferences.

To begin, please go to the following link: <https://vovici.com/wsb.dll/s/6ea8g3b215>

The online survey will take 15-20 minutes to complete, and closes February 28.

Once completed, you are eligible for a drawing to win one of five \$100 gift certificates for Amazon.com. If you have any questions, please contact Stephanie Kao at 415.581.3662 or [skao@asianart.org](mailto:skao@asianart.org).

Thank you very much.

Sincerely,

Deborah Clearwaters  
Director of Education

Stephanie Kao  
Manager of School and Teacher Program

Asian Art Museum  
Chong-Moon Lee Center for Asian Art and Culture  
200 Larkin St.  
San Francisco, CA 94102  
[www.asianart.org](http://www.asianart.org)

## APPENDIX D: List of Online Survey Distribution Partners

### NATIONAL

Distribution Partner	Distribution Information
<p><b>The National Consortium for Teaching About Asia (NCTA)</b>  <a href="http://www.nctasia.org">http://www.nctasia.org</a></p> <p>“The National Consortium for Teaching about Asia (NCTA), funded by the Freeman Foundation, is a multi-year initiative to encourage and facilitate teaching and learning about Asia in world History, geography, social studies, and literature courses.”</p> <p>“Launched in October 1998, this nationwide program is a collaboration of the East Asian Studies programs of seven national institutions -- Columbia University, Five College Center for East Asian Studies at Smith College, Indiana University, the University of Colorado, the University of Pittsburgh, the University of Southern California, and the University of Washington.”</p> <p><b>Asia in the Curriculum (AIC) Bulletin</b>  <a href="http://www.asiainthecurriculum.org/">http://www.asiainthecurriculum.org/</a></p> <p>“Discussion site of the Symposium on Asia in the Curriculum, a group of undergraduate and secondary school educators who teach about Asia.”</p>	<p><b>Referred to by:</b>            Namji Steinemann, Chair of the Committee for Teaching About Asia (CTA)            Director, AsiaPacificEd Program for Schools, and            Associate Director, Education Program</p> <p>AsiaPacificEd Program, East-West Center            1601 East-West Road, Honolulu, HI 96848            Web: <a href="http://www.aasianst.org/book-prizes-buchanan.htm">http://www.aasianst.org/book-prizes-buchanan.htm</a>            Email: <a href="mailto:SteinemN@EastWestCenter.org">SteinemN@EastWestCenter.org</a>            Tel: 808-944-7596            Fax: 808-944-7</p> <p>Distribution: 447 (views on site)</p> <p>Group type: Undergraduate and secondary school educators who teach about Asia.</p>

### STATE

Distribution Partner	Distribution Information
<p><b>Asian Art Museum</b>  <a href="http://www.asianart.org/">http://www.asianart.org/</a></p> <p>“The Asian Art Museum of San Francisco is one of the largest museums in the Western world devoted exclusively to Asian art. But we are more than just an art museum—we are your ticket to Asia. Here, you can travel through 6,000 years of History, trek across seven major regions, and sample the cultures of numerous countries.”</p>	<p><b>Deborah Clearwaters, Director of Education</b>            200 Larkin Street            San Francisco, CA 94102            Web: <a href="http://www.asianart.org">www.asianart.org</a>            Email: <a href="mailto:dclearwaters@asianart.org">dclearwaters@asianart.org</a>            Tel: (415) 581-3661            Fax: (415) 581-4706</p> <p>Distribution: 650 AsiaNotes Educator List (email)            700 School Programs Educator Workshop List (standard mail)</p> <p>Group type: K-12 Teachers who have attended AAM school tours or educator workshops.</p>
<p><b>The Asia Institute, UCLA</b>  <a href="http://www.international.ucla.edu/asia/">http://www.international.ucla.edu/asia/</a></p> <p>“The Asia Institute promotes Asian Studies at UCLA and fosters greater understanding of Asia through a wide variety of research support, public programs, and community outreach on East Asia, Southeast Asia, and South Asia. It promotes collaboration with institutions in Asia, Europe, and North America to make the study of Asia even more interdisciplinary and truly international in its content, communication, and organization through international research exchanges and graduate and faculty fellowships. East Asian programs of the UCLA Asia Institute are supported by a U.S. Department of Education Title VI National Resource Center grant.”</p>	<p><b>Nick Menzies, Assistant Director</b>            The Asia Institute, UCLA            11288 Bunche Hall            Los Angeles, CA 90095-1487            Email: <a href="mailto:nmenzies@international.ucla.edu">nmenzies@international.ucla.edu</a></p> <p><b>Elizabeth Leicester, Program Representative</b>            The Asia Institute, UCLA            11288 Bunche Hall            Los Angeles, CA 90095-1487            Email: <a href="mailto:eleicester@international.ucla.edu">eleicester@international.ucla.edu</a>            Tel: (310) 825-0007</p> <p>Distribution: 350 (on listserv)</p> <p>Group type: K-12 Teachers</p>

<p><b>California Alliance for Arts Education</b>  <b>ArtsEdMail E-Newsletter</b>  <a href="http://www.artsed411.org/participate/artsedmail.aspx">http://www.artsed411.org/participate/artsedmail.aspx</a></p> <p>“The California Alliance for Arts Education promotes, supports, and advocates visual and performing arts education for preschool through post-secondary students in California schools.”</p>	<p><b>Laurie Schell, Executive Director</b>  California Alliance for Arts Education  495 E. Colorado Blvd.  Pasadena, CA 91101  Email: <a href="mailto:laurie@artsed411.org">laurie@artsed411.org</a>  Tel: (626) 578-9315 x 101  Fax: (626) 578.9894</p> <p>Distribution: Newsletter (2/27/09), 1,094 teachers  Group type: Art Educators and Policy Advocates</p>
<p><b>The California Arts Project</b>  <a href="http://csmg.ucop.edu/tcap/">http://csmg.ucop.edu/tcap/</a></p> <p>“The California Arts Project (TCAP) is the state’s subject matter project in Visual and Performing Arts. TCAP’s central mission is to deepen teachers’ knowledge of dance, music, theatre, and visual art, to enhance student success pre-kindergarten through post-secondary, and develop instructional strategies to support the Visual &amp; Performing Arts Content Standards For California Public Schools, and the state VAPA Framework. TCAP’s regional sites throughout the state offer a variety of professional development programs that work in partnership with schools, districts, County Offices of Education, and arts organizations, to ensure the highest quality arts instruction for all students.”</p>	<p><b>Kristine Alexander, Executive Director</b>  California State University, San Bernardino  5500 University Parkway, TA 104 H  San Bernardino, CA 92407  Email: <a href="mailto:kalexand@csusb.edu">kalexand@csusb.edu</a>  Tel: (909) 537-7542  Fax: (909) 537-7545</p> <p>Distribution: 1,000 (on listserv)</p> <p>Group type: Regional site directors who will forward it to their lists e.g. potentially several thousands K-12 teachers and administrators.</p>
<p><b>The California Foreign Language Project</b>  <a href="http://www.stanford.edu/group/CFLP">http://www.stanford.edu/group/CFLP</a></p> <p>“The California Foreign Language Project vigorously pursues the goal of challenging language professionals to improve and expand language programs in California and to promote access and equity within educational institutions for every student. As a result of the new legislation (AB 2950 and SB 611) CFLP has placed more emphasis on standards-based instruction and the teaching of English learners and has expanded its programs to include teacher participants from state-defined low-performing schools.”</p>	<p><b>Duarte Silva, Executive Director</b>  Stanford University School of Education  CERAS, Room 109 Stanford, CA 94305-3084  Email: <a href="mailto:duarte.silva@stanford.edu">duarte.silva@stanford.edu</a>  Tel: (650) 736-9042  Fax: (650) 723-7578</p> <p>Distribution: 1000 (listserv)</p> <p>Group type: K-12 Foreign language teachers and administrators</p>
<p><b>The California History-Social Science Project</b>  <a href="http://csmg.ucop.edu/csmg/projects/index.php?projectID=2&amp;page_type=home">http://csmg.ucop.edu/csmg/projects/index.php?projectID=2&amp;page_type=home</a></p> <p>“The California History-Social Science Project (CHSSP) is a K-16 collaborative headquartered at UC Davis and dedicated to the pursuit of excellence in History and social science education. Part of the larger network of discipline-specific sites known as the California Subject Matter Projects, CHSSP sites are housed in the departments of History and geography at university campuses throughout California.”</p>	<p><b>Nancy McTyghe, Executive Director</b>  The California History-Social Science Project  University of California  One Shields Ave., 663 Kerr Hall  Davis, CA 95616  Email: <a href="mailto:njmctyghe@ucdavis.edu">njmctyghe@ucdavis.edu</a>  Tel: (530) 752-0572  Fax: 530-752-6192</p> <p>Distribution: 12,000  Group type: February edition of “The Source” a paper newsletter, and website</p>
<p><b>USC US-China Institute</b>  <a href="http://china.usc.edu">http://china.usc.edu</a></p> <p>“The USC U.S. - China Institute is committed to improving teaching about China and the rest of Asia. Together with the National Consortium for Teaching about Asia (NCTA), college and university partners, and California school districts, we offer professional development seminars to help teachers bring more of Asia to their students. USCI is a NCTA national coordinating site.”</p>	<p><b>Clayton Dube, Associate Director</b>  USC US-China Institute  3535 S. Figueroa Street  Los Angeles, CA 90089-1262  Email: <a href="mailto:cdube@usc.edu">cdube@usc.edu</a>  Tel: (213) 821-4382</p> <p>Distribution: 500 (Web forum: <a href="http://uschinaforum.usc.edu">http://uschinaforum.usc.edu</a>); 850 (listserv)  Group type: K-12 Teachers and administrators</p>

<p><b>California County Superintendents Educational Services Association (CCSESA)</b>  <a href="http://www.ccsesa.org/index/home.cfm">http://www.ccsesa.org/index/home.cfm</a>  “California’s 58 County Superintendents of Schools and their respective county offices of education support the financial and academic stability of every district and school in the state. The primary aim of County Superintendents is to work collaboratively with school districts to ensure that every student benefits from a quality educational experience, regardless of their circumstances.”</p> <p>“CCSESA provides the organizational mechanism for county superintendents to design and implement statewide programs, carryout and lead significant policy initiatives, legislative mandates, etc. to ensure consistent statewide application and standards.”</p>	<p><b>Sarah Anderberg, Executive Director</b>  CCSESA  1121 L Street, Suite 510  Sacramento, CA 95814  Tel: (916) 446-3095  Fax: (916) 448-7801</p> <p>Distribution: 58 (on listerve)  Group type: Administrators</p>
<p><b>Stanford Program on International and Cross-Cultural Education (SPICE)</b>  <a href="http://spice.stanford.edu/">http://spice.stanford.edu/</a>  “The Stanford Program on International and Cross-Cultural Education (SPICE) serves as a bridge between Stanford University and K-14 schools by developing multidisciplinary curriculum materials on international themes.”</p>	<p><b>Gary Mukai, Director</b>  Stanford Program on International and Cross-Cultural Education  Encina Hall E016, Stanford, CA 94305-6055  Email: <a href="mailto:gmukai@leland.stanford.edu">gmukai@leland.stanford.edu</a>  Tel: (650) 723-1116 (voice)  Fax: (650) 723-6784</p> <p>Contact: Naomi Funahashi</p> <p>Distribution: 90 (on listerve)  Group type: Middle-high school teachers who have participated in their East Asia seminars (Bay Area); NCTA teacher alumni</p>
<p><b>California Charter Schools Association</b>  <a href="http://www.charterassociation.org/">http://www.charterassociation.org/</a>  “The California Charter Schools Association (The Association) is the membership and professional organization serving charter schools in California.”</p> <p>“Charter schools are public schools that are responsive to students’ needs and are held accountable for improved student achievement. California leads the nation with 750 charter schools.”</p>	<p><b>Nick Driver, General Manager</b>  California Charter Schools Association  Address: 730 Harrison St, Suite 210  San Francisco, CA 94107  Email: <a href="mailto:nickd@charterassociation.org">nickd@charterassociation.org</a>  Tel: (415) 356-1200 x404  Fax: (415) 356-4010</p> <p>Erin Blanchard, Professional Teachers Network Associate  California Charter Schools Association  Email: <a href="mailto:erinb@charterassociation.org">erinb@charterassociation.org</a>  Tel: (415) 356-1200 x411  Fax: (415) 356-4010  <a href="http://www.myschool.org">www.myschool.org</a></p> <p>Distribution: 1,400 (access teacher’s blog)  Group type: K-12 Charter school teachers</p>

## LOCAL

Distribution Partner	Partner Information
<p><b>Alameda County Alliance of History Educators</b>  <a href="http://www.acoe.org/acoe/Home">http://www.acoe.org/acoe/Home</a>  “The ACAAHE provides a forum for networking among classroom teachers and school, district and county curriculum and instruction leaders, for purposes of professional development, nurturing of leadership, partnership development and advocacy.”</p>	<p><b>Avi Black, History/Social Science Coordinator</b>  “Words That Made America” (WTMA) Project Director  Alameda County Office of Education  313 W. Winton Avenue  Hayward, CA 94544  Email: <a href="mailto:ablack@acoe.org">ablack@acoe.org</a>  Tel: (510) 670-4239  Email: (510) 670-3239</p> <p>Distribution: 250 (on listerve)  Group type: K-12 Teachers and administrators; mostly History Social Science</p>

<p><b>Arts Providers Alliance, San Francisco (APASF)</b>  <a href="http://www.sfinsideout.net/artsresources/apalliance.html">www.sfinsideout.net/artsresources/apalliance.html</a></p> <p>“The Arts Providers Alliance of San Francisco (APASF) is a group of professional artists and arts organizations dedicated to the advancement of arts education in San Francisco. APASF members are actively engaged in providing children and youth with educational opportunities in the creative arts. The APASF provides a forum for the exchange of information and ideas among members and the arts education field at large.”</p>	<p><b>Kristin Farr, Project Supervisor, Arts Education</b>  KQED Education Network  Email: <a href="mailto:kfarr@kqed.org">kfarr@kqed.org</a>  Tel: (415) 553-2298</p> <p>Distribution: 161 (on listerve)  Group: E-newsletter through SF Arts Commission</p>
<p><b>Crocker Art Museum</b>  <a href="http://www.crockerartmuseum.org/">http://www.crockerartmuseum.org/</a></p> <p>“The longest continuously operating art museum in the West, the Crocker Art Museum was founded in 1885 and remains the leading art institution for the California Capital Region and Central Valley. The Museum, which is housed in one of the finest examples of Victorian Italianate architecture in the United States, offers a diverse spectrum of special exhibitions, events and programs to augment its collections of California, European and Asian artworks, and International Ceramics.”</p>	<p><b>Stacey Shelnut-Hendrick, Director of Education</b>  Crocker Art Museum  216 O St.  Sacramento, CA 95814  Tel: (916) 808.5780  Email: <a href="mailto:Sshelnut-hendrick@cityofsacramento.org">Sshelnut-hendrick@cityofsacramento.org</a></p> <p>Distribution: 500 (on listerve)  Group: K-12 Teachers</p>
<p><b>De Young Museum</b>  <a href="http://www.famsf.org/deyoung">http://www.famsf.org/deyoung</a></p> <p>“Located in Golden Gate Park, the de Young is San Francisco's oldest museum. Its collections include American paintings, decorative arts and crafts; arts from Africa, Oceania, and the Americas; and western and non-western textiles. Long known as the City's Museum, the de Young is particularly recognized for its many educational arts programs for children and adults. The de Young re-opened in a new state-of-the-art facility in Golden Gate Park on October 15, 2005.”</p>	<p><b>Sheila Pressley</b>  Director of Education  De Young Museum  Golden Gate Park  50 Hagiwara Tea Garden Drive  San Francisco, CA 94118  Email: <a href="mailto:spressley@famsf.org">spressley@famsf.org</a>  Tel: (415) 750-7641</p> <p>Distribution: 1,000 (on listerve)  Group type: K-12 Teachers</p>
<p><b>San Francisco Unified School History/Social Science Office of Teaching and Learning</b>  <a href="http://portal.sfusd.edu/template/default.cfm">http://portal.sfusd.edu/template/default.cfm</a></p> <p>“Founded in 1851, San Francisco Unified School District educates approximately 55,000 of San Francisco's pre-school, elementary, middle and high school students at 34 preschools, 102 K-12 schools, 8 county/court schools, and 9 charter schools.”</p>	<p><b>Pete Hammer, History/Social Science Content Specialist</b>  Office of Teaching and Learning, San Francisco Unified School District  1098 Harrison Street, San Francisco, CA 94103  Email: <a href="mailto:petehammer0@gmail.com">petehammer0@gmail.com</a>; <a href="mailto:hammerp@sfusd.edu">hammerp@sfusd.edu</a>  Tel: 415-355-7600  Fax: 415-355-7611</p> <p>Distribution: 130 high school; 114 middle school (on listerve)  Group type: SFUSD History/social studies teachers, including both regular classroom and special ed teachers.</p>
<p><b>San Francisco Unified School Visual &amp; Performing Arts Dept./ San Francisco Unified School District</b>  <a href="http://portal.sfusd.edu/template/default.cfm?page=initiatives.aemp">http://portal.sfusd.edu/template/default.cfm?page=initiatives.aemp</a></p> <p>“Founded in 1851, San Francisco Unified School District educates approximately 55,000 of San Francisco's pre-school, elementary, middle and high school students at 34 preschools, 102 K-12 schools, 8 county/court schools, and 9 charter schools.”</p>	<p><b>Antigone A. Trimis, AEMP Implementation Manager</b>  Visual &amp; Performing Arts Dept./SFUSD  555 Portola Drive, Suite 370  San Francisco, CA 94131  Email: <a href="mailto:antigone@mindspring.com">antigone@mindspring.com</a>  Tel: (415) 695-2441  Fax: (415) 695-2496</p> <p>Distribution: 71 elementary school teachers; 30 middle through high school (on listerve)  Group type: Visual art and music teachers</p>

<p><b>San Mateo County Summer Institute</b>  <a href="http://www.smcoe.k12.ca.us">http://www.smcoe.k12.ca.us</a></p> <p>“The Institute is an innovative and intensive three-week program that combines lecture, discussion, curriculum development, lesson planning, and an introduction to Mandarin language. Participants will spend the first week at the San Mateo County Office of Education with field trips to UC Berkeley and the San Francisco Asian Art Museum and the following two weeks traveling and studying in China as guests of Huazhong Normal University in Wuhan, Hubei Province, China.”</p>	<p><b>Karen Leong Clancy, Education Consultant</b>          Committee of 100          Email: <a href="mailto:kleongc@sbcglobal.net">kleongc@sbcglobal.net</a>          Tel: (650) 592-5935</p> <p>Distribution: 39          Group: History-Social Science teachers accepted into the institute</p>
<p><b>Office of Resources for International and Area Studies (ORIAS)</b>  <a href="http://orias.berkeley.edu">http://orias.berkeley.edu</a></p> <p>“The Office of Resources for International and Area Studies (ORIAS) is a joint program of the Title VI Area Centers at U. C. Berkeley. Since its inception in 1996, the office has been dedicated to providing scholarly resources and supporting professional development for K-12 and community college teachers addressing international studies.”</p>	<p><b>Michele Delattre</b>          Office of Resources for International and Area Studies (ORIAS)          University of California Berkeley          2223 Fulton Street Rm 338 (MC2324)          Berkeley CA 94720-2324          Email: <a href="mailto:orias@berkeley.edu">orias@berkeley.edu</a>          Tel: (510) 643-0868</p> <p>Distribution: 800 (on listserv)          Group: K-12 teachers</p>
<p><b>Yolo Arts Council</b>  <a href="http://www.yoloarts.org/default.asp">http://www.yoloarts.org/default.asp</a></p> <p>“Yolo County Arts Council, (YCAC) is a non-profit organization, founded in 1981 as a recommendation of the Yolo County Cultural Plan to further the arts and culture of the county.</p> <p>Our Mission is to actively foster, develop, and advocate support for all the arts; to advance arts education in all county schools and community; and to foster communication among artists, business, education, government.”</p>	<p><b>Dani Thomas, Executive Director</b>          Yolo Arts Council          P.O. Box 8250 or          Woodland, CA 95776          Email: <a href="mailto:Dani.thomas@yolocounty.org">Dani.thomas@yolocounty.org</a>          Tel: 530-406-4844          Fax:</p> <p>Distribution: 220          Group: Hard Copy Newsletter to Educator Mailing List</p>
<p><b>Yolo County Office of Education</b>  <a href="http://www.ycoe.org/depts/cis/PD.htm">http://www.ycoe.org/depts/cis/PD.htm</a></p> <p>“The Yolo County Office of Education provides a wide range of services to the children, parents and school districts of Yolo County from operating schools for severely disabled children to providing payroll, computing, and budgetary oversight services to K-12 school districts.</p> <p>Whether it's assisting a child striving to overcome a speech disability to training for local teachers, YCOE offers a number of important resources to support, enhance and improve our schools.”</p>	<p><b>John Roina, Director, Curriculum and Instructional Services</b>          Yolo County Office of Education          1280 Santa Anita Court          Woodland, CA 95776          Email: <a href="mailto:roina@ycoe.org">roina@ycoe.org</a>          Tel: (530) 668-3717          Fax: (530) 338-3850</p> <p>Distribution: 70 (on listserv)          Group: VAPA Group and History/Social Science Directors' eNewsl</p>

## APPENDIX E: Online Survey

# Asian Art Museum – Bridge Educational Resources

## Online Survey

### Online Survey Layout

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## INTRODUCTION

The Asian Art Museum received a major grant from the Bank of America Charitable Foundation to launch its new “Bridge Program,” a series of initiatives to expand the museum’s K–12 educational programs and resources about the art and cultures of Asia. Your experiences and perspectives are very important to us – and we look forward to hearing from you.

The online survey will take approximately 15–20 minutes to complete. All responses are confidential, so we welcome your candor and thoughtfulness.

By completing this online survey, you are eligible for a drawing to win one of five \$100 gift certificates for Amazon.com. To enter the drawing, simply provide your contact information at the end of the online survey. Five people will be randomly drawn on March 15, from those who have completed the online survey and provided contact information. Winners will be contacted by Asian Art Museum staff within a week of this date.

To get started, click on “**Next Page.**”



**[Progress Bar]**

## PART 1: BACKGROUND INFORMATION

*Tell us about yourself.*

1. Which subject(s) do you teach? [Check all that apply ] *SHOW ALL MULTIPLE LIST OPTION*
  - (a) Language Arts
  - (b) History/Social Science
  - (c) Mathematics
  - (d) Science
  - (e) Physical Education
  - (f) Foreign Language
  - (g) Visual Arts (including art History)
  - (h) Performing Arts (dance, music, theatre)
  - (i) English Language Development
  - (j) Special Education
  - (k) Career Technical Education
  - (l) Other, please specify: \_\_\_\_\_
  
2. Which grade(s) do you teach? [Check all that apply ] *SHOW ALL MULTIPLE LIST OPTION*
  - (a) Kindergarten
  - (b) 1
  - (c) 2
  - (d) 3
  - (e) 4
  - (f) 5
  - (g) 6
  - (h) 7
  - (i) 8
  - (j) 9
  - (k) 10
  - (l) 11
  - (m) 12
  - (n) College / University
  
3. How many years have you been teaching? [Choose one] *DROP-DOWN*
  - (1) Less than one year
  - (2) 1-3 years
  - (3) 4-6 years
  - (4) 7-9 years
  - (5) 10-20 years
  - (6) More than 20 years

[GO TO NEXT PAGE]

XXXXXXXXXX

4. What is the name of the school where you currently teach? (If you teach at more than one school, please list your primary appointment) *NAME BLOCK*
-

5. What type of school is it? [Choose one] *DROP-DOWN*
- (1) Public
  - (2) Private
  - (3) Charter
  - (4) Home-school
  - (5) Other, please specify: \_\_\_\_\_
6. Where is your school located? *DATA BLOCK*
- City \_\_\_\_\_
- County \_\_\_\_\_
- State \_\_\_\_\_
- Zip \_\_\_\_\_

[GO TO NEXT PAGE]

XXXXXXXXXX

Please tell us how you usually find and use supplementary instructional materials in your classroom.

7. If you were to use instructional resources from a museum or other institution to supplement your curriculum, what format would you prefer? [Choose one] *DROP-DOWN*
- (1) Background content on a specific topic
  - (2) Comprehensive unit
  - (3) Detailed lesson plans
  - (4) Suggested classroom activities
  - (5) Other, please specify: \_\_\_\_\_
8. Which of the following best describes how you most commonly search for supplementary instructional materials for your classroom? [Choose one] *DROP-DOWN*
- (1) Internet search, general
  - (2) Internet search, specific educational sites
  - (3) Consult with fellow teachers and/or administrators
  - (4) Go to the library or bookstore
  - (5) Contact organizations I have worked with before
  - (6) Other, please specify: \_\_\_\_\_
9. Once you have located a potential resource (e.g., a museum, library, or other institution), please describe how you typically request these supplementary instructional materials. *OPEN ENDED*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

10. Once you receive these supplementary instructional materials, how do you typically use them? [Choose one] **DROP-DOWN**
- (1) I tend use to them “as is,” making few or no changes.
  - (2) I tend to customize them for that particular class.

[GO TO NEXT SECTION]

XXXXXXXXXX

## PART 2: CURRENT USE OF VISUAL & ASIAN ART IN YOUR CLASSROOM

*Please tell us how you use Visual Arts (e.g., art objects, pictures of artwork, art-making) to teach in your classroom.*

11. Do you currently use Visual Arts to teach in any of your classes? **Y/N CONDITIONAL**
- No → go to Q21
  - Yes → go to Q12

[CONDITIONAL BRANCH: GO TO NEXT PAGE]

XXXXXXXXXX

12. How do you use Visual Arts to teach in your classroom(s)? [Choose one] **DROP-DOWN**
- (1) As independent art instruction (primarily using Visual Arts content standards)
  - (2) As integrated art instruction (integrating the arts into other subject areas such as Language Arts, History, etc.)
  - (3) Both independent and integrated instruction
  - (4) Other, please specify: \_\_\_\_\_
13. For which subjects do you use Visual Arts instructional materials in your teaching? [Check all that apply] **SHOW ALL MULTIPLE OPTION LIST**
- (a) Language Arts
  - (b) History/Social Science
  - (c) Mathematics
  - (d) Science
  - (e) Physical Education
  - (f) Foreign Language
  - (g) Visual Arts (including art History)
  - (h) Performing Arts (dance, music, theatre)
  - (i) English Language Development
  - (j) Special Education
  - (k) Career Technical Education
  - (l) Other, please specify: \_\_\_\_\_
14. From where do you get Visual Arts instructional materials (e.g. lesson plans, activities, supplementary information, etc.)? Please list as many specific sources as possible. **OPEN ENDED**
-

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[GO TO NEXT PAGE]

XXXXXXXXXX

15. Please tell us how much you agree with the following statement. *RATING SCALE.*

“The materials I am currently using in my class(es) to teach about **Visual Arts** are useful to me.”

Strongly Dis- agree							Strongly Agree
1	2	3	4	5	6	7	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. What would make these Visual Arts instructional materials even more useful? *OPEN ENDED*

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[GO TO NEXT PAGE]

XXXXXXXXXX

17. What is your preferred method of receiving/accessing Visual Arts instructional materials for your classroom? [Choose one] *CONDITIONAL RESPONSE*

- (1) Physical materials only → go to Q18
- (2) Online materials only → go to Q19
- (3) Both Physical and Online materials → go to Q20

[CONDITIONAL BRANCH: GO TO NEXT PAGE]

XXXXXXXXXX

18. Please select the physical materials you currently use in your classroom. [Check all that apply]

*MULTIPLE OPTION LIST*

- (a) Book
- (b) 3-ring binder of materials and lesson plans
- (c) DVD videos
- (d) 35mm slides
- (e) Overhead transparencies
- (f) Posters
- (g) CD of images and/or Powerpoint slides
- (h) Other, please specify: \_\_\_\_\_

[GO TO Q21]

XXXXXXXXXX

19. Please select the online materials you currently use in your classroom. [Check all that apply]

*MULTIPLE OPTION LIST*

- (a) Downloadable .pdf materials
- (b) Online video clips (e.g. YouTube)
- (c) Searchable online image databases
- (d) Student-focused website for self-directed study
- (e) Online discussion forums for teachers/students
- (f) Blogs
- (g) Other, please specify: \_\_\_\_\_

[GO TO Q21]

XXXXXXXXXX

20. Please select the physical and online materials you currently use in your classroom. [Check all that apply]

*MULTIPLE OPTION LIST*

- (a) Book
- (b) 3-ring binder of materials and lesson plans
- (c) DVD videos
- (d) 35mm slides
- (e) Overhead transparencies
- (f) Posters
- (g) CD of images and/or Powerpoint slides
- (h) Downloadable .pdf materials
- (i) Online video clips (e.g. YouTube)
- (j) Searchable online image databases
- (k) Student-focused website for self-directed study
- (l) Online discussion forums for teachers/students
- (m) Blogs
- (n) Other, please specify: \_\_\_\_\_

[GO TO Q21]

XXXXXXXXXX

Please tell us about your experience with Asian art content.

21. How comfortable are you with your knowledge in teaching the following content areas. Please rate your comfort level on a scale of 1 to 7, where 1 is a low level of comfort and 7 is a high level of comfort.

	LOW						HIGH
	1	2	3	4	5	6	7
(a) Asia, in general	<input type="radio"/>						
(b) South Asia (India, Pakistan, Bangladesh, Sri Lanka)	<input type="radio"/>						
(c) Southeast Asia (Cambodia, Thailand, Burma, Laos, Vietnam, Philippines, Indonesia, Malaysia)	<input type="radio"/>						
(d) Persian World and West Asia (Iran, Iraq, Afghanistan, Turkmenistan, Uzbekistan)	<input type="radio"/>						
(e) The Himalayas and the Tibetan Buddhist World (Tibet, Nepal, Bhutan, Mongolia)	<input type="radio"/>						

(f) East Asia (China, Korea, Japan)	<input type="radio"/>						
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[GO TO NEXT PAGE]  
XXXXXXXXXX

22. Do you currently teach any content about Asian art, History or culture in your classroom? *Y/N*  
*CONDITIONAL*
- No → go to Section 4, Q26
  - Yes → go to Q23

[CONDITIONAL BRANCH: GO TO NEXT PAGE]  
XXXXXXXXXX

23. Please specify the content in which you teach about Asian art, History or culture. [Check all that apply]. *MULTIPLE OPTION LIST*
- (a) Language Arts Stories and/or Recommended Literature
  - (b) Community/family heritage and celebrations
  - (c) Contribution to California’s Development/within the Context of California’s History
  - (d) Early Civilizations such as Mesopotamia, India, and China
  - (e) Medieval China, Islam, and Japan
  - (f) Industrial Revolution and Imperialism
  - (g) Causes and effects of World War I and World War II
  - (h) World economy and the information, technological, and communications revolutions
  - (i) Current Events
  - (j) Other, please specify: \_\_\_\_\_

24. Please tell us how much you agree or disagree with the following statement. *RATING SCALE*

*“The materials I am currently using in my class(es) to teach about Asian art, History, and culture are useful to me.”*

Strongly Dis- agree							Strongly Agree
1	2	3	4	5	6	7	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. What would make these Asian art materials even more useful? *OPEN ENDED*

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[GO TO NEXT PAGE]  
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## PART 3: MATERIALS & PROGRAMS FROM THE ASIAN ART MUSEUM

*The Asian Art Museum offers a wide variety of resources for educators to use in their classrooms such as slide packets, curriculum materials, and videos.*

26. Have you ever, or do you currently use materials provided by the Asian Art Museum in San Francisco, to teach your class(es)? [Choose one] *Y/N CONDITIONAL*
- No → go to Q27
  - Yes → go to Q30

[CONDITIONAL BRANCH: GO TO NEXT PAGE]  
XXXXXXXXXX

27. Which of the following reasons describe why you haven't used the Asian Art Museum's materials? [Check all that apply] *MULTIPLE OPTION LIST*
- (a) Don't meet my current needs
  - (b) Don't match the curriculum
  - (c) Too simple
  - (d) Too difficult
  - (e) Not interactive enough
  - (f) Didn't know about them
  - (g) I don't need more materials
  - (h) I don't teach about Asia in my class(es)
  - (i) Other, please specify: \_\_\_\_\_

28. What would make you consider using the museum's materials? *OPEN ENDED*

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29. What is the best way for the Asian Art Museum to inform you about its resources and programs [Check all that apply] *MULTIPLE OPTION LIST*
- (a) Email
  - (b) Regular mail (e.g., letter or newsletter)
  - (c) School district communication
  - (d) Announcement on the Asian Art Museum's website
  - (e) Other, please specify: \_\_\_\_\_

[GO TO Q36]  
XXXXXXXXXX

30. How did you become aware of the Asian Art Museum's instructional materials? [Check all that apply] *MULTIPLE OPTION LIST*
- (a) Museum website

- (b) Email from the museum
- (c) Museum brochure
- (d) Word-of-mouth referral
- (e) School district communication
- (f) Participated in a program at the Asian Art Museum
- (g) Other, please specify: \_\_\_\_\_

[GO TO NEXT PAGE]

XXXXXXXXXX

**31.** Which of the Asian Art Museum's materials do you currently use? [Check all that apply]

*MULTIPLE OPTION LIST*

- (a) School pre-visit packets
- (b) Educator packet: historical background and lessons
- (c) Educator packet: lesson plans
- (d) CD images or slides of collection
- (e) Poster set
- (f) DVDs
- (g) Asian Art Museum website
- (h) Asian Art Museum's online image database
- (i) Other, please specify: \_\_\_\_\_

**32.** For which class(es) do you use these materials? Please list. *OPEN ENDED*

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**33.** How long have you been using materials from the Asian Art Museum? [Choose one] *DROP*

*DOWN*

- (1) Less than one year
- (2) 1-3 years
- (3) 4-6 years
- (4) 7-9 years
- (5) 10 or more years

[GO TO NEXT PAGE]

XXXXXXXXXX

**34.** Please tell us how well the Asian Art Museum’s materials are meeting your needs in the following areas:

	Not at all:						Very well:	Not Applicable
	1	2	3	4	5	6		
(a) Meeting my overall needs	<input type="radio"/>							
(b) Range of topics covered	<input type="radio"/>							
(c) Range of cultures covered	<input type="radio"/>							
(d) Depth of information available	<input type="radio"/>							
(e) Engaging student interest	<input type="radio"/>							
(f) Providing accurate information	<input type="radio"/>							
(g) Alignment with content standards	<input type="radio"/>							
(h) Ease of integration with curriculum	<input type="radio"/>							
(i) Providing useful activities and lesson plan ideas	<input type="radio"/>							
(j) Providing personal and professional growth	<input type="radio"/>							
(k) Accessibility/Knowing what resources are available.	<input type="radio"/>							

**35.** How could the museum’s materials be improved upon? *OPEN ENDED*

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[GO TO NEXT PAGE]

XXXXXXXXXX

**36.** To help the Asian Art Museum produce meaningful resources for you, please select the topic(s) for which you may be interested in having instructional materials. [Check all that apply] *SHOW ALL MULTIPLE OPTION LIST*

- (a) Pan-Asian Art (multiple countries of Asia)
- (b) South Asia (India, Pakistan, Bangladesh, Sri Lanka)
- (c) Southeast Asia (Cambodia, Thailand, Burma, Laos, Vietnam, Philippines, Indonesia, Malaysia)
- (d) The Persian World and West Asia (Iran, Iraq, Afghanistan, Turkmenistan, Uzbekistan)
- (e) The Himalayas and the Tibetan Buddhist World (Tibet, Nepal, Bhutan, Mongolia)
- (f) East Asia (China, Korea, Japan)
- (g) Contemporary Asian Art
- (h) Asian American Art
- (i) Multiculturalism
- (j) Other, please specify: \_\_\_\_\_

[GO TO NEXT PAGE]

XXXXXXXXXX

37. From which of the following museums have you ever, or do you currently use materials to teach your class(es)? [Check all that apply] *TABLE – CHECK ALL APPLY BOXES*

MUSEUM	Printed Materials (1)	Multimedia Materials (2)	Online Materials (3)	Never used their materials (4)	Received but haven't yet used (5)
(a) Asia Society, New York	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Fine Arts Museums of San Francisco: De Young Museum & Legion of Honor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Freer Sackler Gallery, Washington, DC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Los Angeles County Museum of Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) National Gallery of Art, Washington, DC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Oakland Museum of California	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) San Francisco Museum of Modern Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) The J. Paul Getty Museum, Los Angeles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) Exploratorium, San Francisco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[GO TO NEXT PAGE]

XXXXXXXXXX

*Tell us about your experience with Asian Art Museum programs.*

38. Please indicate whether you have participated in any of the following teacher or school programs at the following museums.

	Teacher workshop / in-service training (1)	Docent-led tour for your class (2)	Self-guided tour for your class (3)	Adult program for your personal interest (4)	Storytelling Tour (AAM Only) (5)	None (6)
(a) Asian Art Museum, San Francisco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) De Young Museum / Legion of Honor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) San Francisco Museum of Modern Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF AAM line clicks "None" → go to Q39

IF AAM line clicks anything else → go to Q41

[CONDITIONAL BRANCH: GO TO NEXT PAGE]

XXXXXXXXXX

**39.** Which of the following reasons describe why you haven't participated in programs at the Asian Art Museum? [Check all that apply] *MULTIPLE OPTION LIST*

- (a) Don't meet my current needs
- (b) Don't match the curriculum
- (c) Too simple
- (d) Too difficult
- (e) Not interactive enough
- (f) Didn't know about them
- (g) I don't teach about Asia in my class(es)
- (h) Other, please specify: \_\_\_\_\_

**40.** What would make you consider participating in these programs? *OPEN ENDED*

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[GO TO LAST SECTION, Q45]  
XXXXXXXXXX

**41.** You have indicated participating in at least one Asian Art Museum program. Please comment on your experience. *OPEN ENDED*

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**42.** How long have you been participating in these programs at the Asian Art Museum? [Choose one] *DROP DOWN*

- (1) Less than one year
- (2) 1-3 years
- (3) 4-6 years
- (4) 7-9 years
- (5) 10 or more years

[GO TO NEXT PAGE]  
XXXXXXXXXX

43. Please tell us how well the Asian Art Museum’s programs are meeting your needs in the following areas:

	Not at all:						Very well:	Not Applicable
	1	2	3	4	5	6	7	(0)
(a) Meeting my overall needs	<input type="radio"/>							
(b) Range of topics covered	<input type="radio"/>							
(c) Range of cultures covered	<input type="radio"/>							
(d) Depth of information available	<input type="radio"/>							
(e) Engaging student interest	<input type="radio"/>							
(f) Providing accurate information	<input type="radio"/>							
(g) Alignment with content standards	<input type="radio"/>							
(h) Ease of integration with curriculum	<input type="radio"/>							
(i) Providing useful activities and lesson plan ideas	<input type="radio"/>							
(j) Providing personal and professional growth	<input type="radio"/>							

44. How could these programs be improved upon? *OPEN ENDED*

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[GO TO NEXT SECTION]  
 XXXXXXXXX

**AND FINALLY...**

Thank you for taking the time to give us your valuable feedback. The information you provided will help us better understand your needs, and enable us to improve upon the materials and programs we are already providing to teachers like you.

45. In an effort to learn more about our teachers and their curriculum needs, we are conducting focus group sessions at the **Asian Art Museum in San Francisco on Saturday, March 28, 2009**. For those of you who may live in the San Francisco Bay Area, we invite you to share your thoughts and ideas with us in person. Would you be available that day and interested in participating?

- No → go to Q48
- Yes → go to Q46

[CONDITIONAL BRANCH: GO TO NEXT PAGE]  
 XXXXXXXXX

46. Please provide us with your contact details so we can provide you with more information about this opportunity. *DATA BLOCK*

Your Name: \_\_\_\_\_  
 Email address: \_\_\_\_\_  
 Telephone number: \_\_\_\_\_

47. Would be interested in receiving updates from the Asian Art Museum on its educational materials and programs?  
 No  
 Yes

[GO TO NEXT PAGE]

XXXXXXXXXX

48. Are you interested in entering our drawing to win one of five \$100 gift certificates for Amazon.com? [If you select Yes below and have already provided your contact details in the previous question, that information will be used to contact you if you are selected.] *DATA BLOCK*

No → go to END  
 Yes → If yes to Q45, go to END / If no to Q46, go to Q49

[CONDITIONAL BRANCH: GO TO NEXT PAGE]

XXXXXXXXXX

49. Please provide us with your contact information so we may enter you in our drawing. *DATA BLOCK*

Your Name: \_\_\_\_\_  
 Email address: \_\_\_\_\_  
 Telephone number: \_\_\_\_\_

50. Would be interested in receiving updates from the Asian Art Museum on its educational materials and programs?  
 No  
 Yes

[GO TO END]

XXXXXXXXXX

## SECTION 6: END OF Online Survey MESSAGE

*Thank you again for your time and participation.*

The Asian Art Museum will share the results of this online survey by the end of the summer on its website ([www.asianart.org](http://www.asianart.org)).

To submit your responses, please click the “**Submit Online Survey**” below.  
 To review your answers, click “Previous Page.”

## APPENDIX F: Open-Ended Responses, by Item

### Q1. Which subject(s) do you teach? "Other" responses:

3D design/sculpture arts  
 3rd grade Chinese Bilingual - all subjects  
 Accounting  
 Activities  
 Advisory  
 American Politics in California  
 Arts Management & Production  
 Asian Philosophy  
 ceramics  
 Ceramics  
 child development  
 Comparative Literature  
 Comparative Religions  
 Computer Art  
 computer science  
 consultant (semi-retired, but still work w/teachers and students)  
 counselor  
 Cultural Subjects  
 Current Affairs  
 currently retired  
 Curriculum Director  
 elementary-multiple subject  
 Elementary - all  
 Elementary Education at SFSU  
 Elementary Multiple Subject  
 English Acquisition  
 Focus on Success (Study Skills elective)  
 Gifted (GATE) Projects Class  
 health education - but not in the schools  
 I'm in a self contained bilingual elementary classroom  
 I've retired from the public HS teaching. This online survey is based on my past experience and now working  
 as a consultant. You may ignore my online survey.  
 I am a multiple subjects elementary teacher  
 I am a poet, part of Ca Poets in the Schools  
 Independent study  
 International Ed  
 Intervention Specialist  
 Japanese  
 Japanese  
 Japanese Language and Culture  
 journalism/yearbook  
 Kindergarten  
 Leadership  
 Librarian  
 Library  
 library and computer  
 Literacy  
 lobbying and advocacy- previously culture/globalization  
 Marine Science/Marine Biology  
 Media Literacy, Video Production  
 multiple subject elementary  
 Museum Educator  
 My Ph. D is History but in this country I had the Child Development Technician  
 NCTA seminar  
 New Testament  
 preschool  
 Principal  
 Reading  
 Religion  
 religion, Catholic

Resource  
 Social Studies  
 Spanish immersion  
 teaching in Bhutan  
 technology  
 Technology  
 web technology  
 yearbook

**Q5. What type of school is it? "Other" responses:**

Community Chinese school  
 Community Chinese school  
 Community College  
 Community/continuation schools  
 consult with several districts  
 Don't Currently teach  
 I work at all 9 elementary schools in SSFUSD  
 Independent (private funding)  
 Lopez Island  
 Museum  
 Native American Off-Reservation Boarding School (BIA)  
 non-profit  
 Now run workshops for K-12 teachers on Korea  
 Parochial  
 parochial (Catholic)  
 retired after 37 years, subbing, volunteer  
 SATURDAY

**Q7. If you were to use instructional resources from a museum or other institution to supplement your curriculum, what format would you prefer? "Other" responses:**

"hands on" kits for students to see....  
 All of the above  
 all of the above. I can't just pick one.  
 also suggested classroom activities  
 and detailed lesson plans  
 Classroom activities but with handouts and background information provided.  
 classroom lesson plan  
 combination of background and suggested activities  
 D- All of the above  
 depends on unit we are studying- sometimes whole unit, sometimes a specific lesson  
 detailed lessons to pull out from the unit would also help  
 Hands-on activities/background info/bibliography  
 High School level readings  
 I guess I have an open mind about what might be provided...I've never borrowed or received curriculum from  
 a museum or other institution.  
 Posters that teach the simple elements and principles using selected works from the museum could be used  
 by any Visual Arts teacher... or a cd rom to the same effect.  
 sample art work, maps, written work  
 slide packets  
 They are all helpful  
 Tours  
 transparencies, CDs, videos, activities, poetry  
 videos, posters  
 Visitor's guide for fieldtrip  
 visuals  
 Visuals, posters, prints, DVDs

**Q8. Which of the following best describes how you most commonly search for supplementary instructional materials for your classroom? "Other" responses:**

all of the above-I use all different resources the more the better-and as the years of experience accumulate  
 I share my experience.

all of the above  
 All of the above  
 All of the chooses given.  
 also: library  
 Barnes and Noble  
 Books, Magazines, my own devices!  
 combination of internet, library, and peer network  
 combination of library, bookstore, internet, museum searches  
 County Education Resource Library  
 Depends on the subject matter  
 Grants and Conferences  
 I also use library and bookstores.  
 I do most of my research in galleries and museums, seeking out what is contemporary and exciting and  
 relates to my students...I guess I hunt around on the web for images to inspire as well.  
 I use a combination of everything, not relying on any one source for info  
 I use libraries, internet, fellow co-workers too  
 I use materials from Teacher's Discovery, internet, and other teachers.  
 I use materials received or developed through a variety of Professional Dev. activities and workshops  
 I utilize all of your choices  
 Internet or documentation centers  
 internet search  
 Internet too  
 Internet, consult with colleagues, and consult with past organizations i've worked with  
 internet, fellow teachers, library  
 Internet, previous contacts, other teachers  
 library and museum  
 Once I create a lesson plan, I look at multiple sources to find the materials needed.  
 Pacific Asian Museum Pasadena, library, Chinese resources-UCLA/USC, Palos Verdes Peninsula Chinese  
 teacher, my China trip info  
 PBS videos for History  
 use my own experiences and interests, my knowledge of the art subject matter, as well as instruction books  
 from bookstore, museum books, internet sources  
 workshops

**Q12. How do you use Visual Arts to teach in your classroom?**

Art supporting science  
 Vocabulary, Art

**Q13. For which subjects do you use Visual Arts instructional materials in your teaching? [Check all that apply]**

3D art/sculpture  
 Activities  
 All my subjects  
 American Politics in California  
 Asian Philosophy  
 Ceramics  
 Club FUSION - lunch time multicultural club  
 Comparative Culture and Literature  
 Comparative Religions  
 computer science  
 Cultural diversity  
 expression of emotion, identification of feelings, dialog about similar situations  
 For my adult Asian Studies classes (as an NCTA instructor) I use them to teach curriculum development.  
 I also work with adults in transition (health and Wellness)  
 international ed  
 Japanese Language and Culture  
 library and other campus venues mixing art & books displays  
 Literacy  
 Marine Science/Marine Biology  
 Media Literacy  
 mult subj elem  
 Projects class

Religion  
 Religion  
 TV/Video Production  
 Web Technology

**Q18. THOSE WHO PREFER PHYSICAL MATERIALS ONLY: Please select the physical materials you currently use in your classroom. [Check all that apply]**

mobiles, stained glass, student art work  
 photography placards that I have purchased for a unit such as World War II and the Holocaust.  
 technology is not good at my school, or I would use CD's

**Q19. THOSE WHO PREFER ONLINE MATERIALS ONLY: Please select the online materials you currently use in your classroom. [Check all that apply]**

images I find on image searches  
 SFUSD blocks Youtube clips, so they must be downloaded.

**Q20. THOSE WHO PREFER BOTH PHYSICAL AND ONLINE MATERIALS: Please select the physical and online materials you currently use in your classroom. [Check all that apply]**

actual artifacts like magazine and newspaper articles and images, ads that are packaged with newspaper,  
 real art, applicable web sites or pages  
 artifacts  
 artifacts  
 Artifacts  
 Chinese poetry books, info from library, Asian museums, UCLA Asian Inst course  
 guest artists  
 have used slides taken by a traveling teacher, not my own  
 I'm in the process of learning how to use available technology as a resource and lesson creating tool.  
 I am an artist and have access to original art, many other artists  
 i use my own photos  
 Interactive art websites  
 My course websites  
 My own online publications.  
 Other teachers' files that we can swap on our server  
 personally developed/created material  
 science kits; instructional videos on lessons/investigations for teachers  
 self made visual references  
 Virtual tours of museum collections (a Japanese museum) and university sites  
 Waldorf websites and from Waldorf teachers and Waldorf workshops  
 wiki

**Q23. Please specify the content in which you teach about Asian art, History or culture. [Check all that apply].**

Art History  
 art styles / purpose for art  
 art techniques w/in cultural context  
 artwork, artists linked to math  
 Bhutanese History, Culture, Art  
 Brief Asian ceramics  
 Buddhism, Hinduism, etc.  
 Chinese religions, philosophies and customs  
 Communist Revolution in China  
 Contributions to American History  
 Cultural Revolution in China  
 geography (location)  
 haiku by Issa, plus Chinese poetry I wrote related to my photographs and China trip and study  
 I am using the lesson on Afghanistan to teach about gold & art.  
 I mostly focus on arts, crafts and other cultural activities  
 I taught Asian Studies. Now teach Korean art at our workshops for educators  
 I teach classical Noh and Kyogen theatre  
 I would teach a lot more if I taught older children.  
 Important world exploration in the 13th - 17th Centuries

Japanese culture (modern and traditional)  
 Japanese textile design, print making, ceramics- Tibetan culture and art. Chinese painting.  
 Korea,  
 Marco Polo  
 materials from Asian Art Museum  
 Media and pop Culture  
 Mughal art/architecture  
 mult subj elem  
 My visual art programme  
 neighborhoods in SF, ie; chinatown and japantown  
 Pacific Rim - Japan  
 Philosophy  
 Poetry of Chinese detained at Angel Island  
 pop culture, animation  
 Religious art  
 religious iconography and religious architecture  
 socio-political condition, world view, values, cultural perspectives  
 Study of the Silk Road  
 Suminagashi..(Japanese marbling) and Gyotaku (fish prints)  
 Traditional Japanese Culture  
 Ukiyo-e printmaking, Japan  
 United Nations issues  
 Visual Arts from past and present, using Scholastic Art Magazines and internet search, books, etc  
 Visual Arts of asia  
 Visual Arts, indonesian puppets  
 visual education / themes / subject matter  
 We are studying some of the ancient metaphysical systems of Ancient China for health and wellness-I am  
 learning along with my students  
 World Religions; Sanskrit; Music and Dance  
 year long class on History of china and japan

**Q25: Asian art materials even more useful? OPEN ENDED**

More of them.  
 authentic materials; reproductions of authentic materials  
 more color correct posters  
 packaged as kit on theme or topic by grade level, show how they can connect cross curriculum (i.e., with  
 history, literature, math, science).  
 The materials would be more useful if I had more of them. I do not have multiple copies of books.  
 I don't have enough visual representation for each student, so resources have to be divided and shared.  
 More downloadable images and on-line resources for student access  
 If I have a bibliography of resources our librarian can help to locate them for classroom use. this would  
 benefit students of all grades at our site.  
 Access to more materials  
 If they were a little more relevant to what I was using them for.  
 more access to images, esp. for independent student researcg. all those buddhas can seem ahistorical  
 more age appropriate materials-higher interest for 3rd graders  
 See earlier recommendations. By the way, I do teach the students how to make mandalas. I would like  
 more about there cross-cultural use and step by step instructions for students using a compass/ruler  
 and tying in with geometry terminology.  
 I have a lot of simulation and group projects, but I need to develop some assessment tool. I like guests,  
 story tellers to liven the study for my students  
 More information more images  
 Periodic workshops that introduce new materials and all that is available -- I especially liked the India box  
 that was once available, and the Chinese calligraphy suitcase is helpful.  
 More background and student friendly information.  
 overheads cd/dvd with images curriculum integration into math/science  
 Each time I visit the Asian art museum with my classes, I learn more about the details of Asian art. Learn-  
 ing more all the time would make these materials even more useful.

In general, the clearer the visual message, the better. (e.g., looking at the Korean peninsula at night shows how the South, being ablaze in light, is prosperous while the North, being almost completely dark, is economically stunted)

More professionally prepared.

If they came with lesson plans and directly linked to content standards and assessments.

supplemental material,, Chinese writing, watercolors

background information

\*lesson plans or supplements

box of realia

More hands on activities, with background info. and clear directions and supporting visuals.

more time

more of them...creative ways to use them and other visuals.

if they were more kid-friendly

slides on DVD or transparencies

If they were planned by teachers to correspond to the sixth grade standards.

More examples and context

More copies/examples--I share with/borrow from our Korean Immersion Program

Having more of them and the time to include this instruction in my crowded curriculum

Having more of them

It would be great to have activities linked that follow with any art books, posters, and stories.

More visual support.

I would be interested in accessing more up to date information.

art ideas to accompany materials

i have limited knowledge about the art so I stay in one area - monochromatic art of China and Rangoli in India

More online resources

Link them to Math Science areas.I try to use Asian culture( I am Chinese)to Math. This is thematic study.example would calculate surface area and volume of the Great Wall of China. What polygons are used to construct persian mosques.Whats the volume?Distance and time use on the Silk Route?

Better access to more! I use what I have have put together but do not have curriculum on Japan for example.

again an organized set vs. my own work to create them

use of the museum

Again, I'd like to have some online interactive materials for my students to use.

More images and films- links to contemporary artists. There are a few at SPARK PBS that relate to Bay Area Asian artists but I would like more. More teacher workshops with materials.

more time, our unit is brief. The students get more content specific information in 7th grade.

more background knowledge on my part and/or more direct tie ins to the state Standards and textbook

Having hands on materials, whether original or reproductions with museum docents.

Art-related materials and lessons that specifically support 4th/5th grade social studies standards

Online resources (i.e. slide show) to supplement History/Social Studies text

How ancient Chinese arts are still applied today. I know nothing about this -- I'm sure it's there, I simply haven't thought about this.

I would like to have more realia to use and to not be dependent on my district's money situation to be able to go to a museum like the Asian Art Museum

I feel that I need to develop Power Point presentations using my collection of images to better instruct my students. In this manner I can include maps of specific regions, text about history and images of art as well as primary source materials. As it is now I have to piece together my presentations using many different medium and often what I am lacking are the visuals of what I specifically need.

Your materials are an example of what museums across the nation should be providing educators for use in their classrooms.

Because I also teach English, it's great when there are integrated materials (i.e. literature, arts, humanities) that are appropriate for 6th grade. So often, the materials are a bit "high level."

Variety; tailored to student population

I'm not sure...having people come and talk to the class about their field of expertise is the best!

**MORE SPACE IN MY CLASSROOM**

Clear historical summaries and hands-on activities to go with them.

It would be nice to have reproduced samples.

more visual and hands-on, and organized in detail by topic

Currently I can't think of any.

I need further suggestions about literature at my grade level as well as organizations that provide guest speakers.

I need more materials.

1. Smaller classes so that it would be easier to manage the kids. 2. The supplies to teach the lesson 3. the funds to take the kids to the museum and see the actual art

Availability of images on sites and works that are not easily obtainable either on traditional slides or digital images

Complete lesson plans for high school ceramic students.

More background info and teacher workshops (free) on Asian Art

More materials, more background information and info on the other items listed above.

updated and organized

more short or editable visual materials

if they were already adapted to my students low reading level

Online database and images that relate to every aspect of the various Chinese Dynasties.

More indepth history given

If I had access to a comprehensive introduction to Asian art with age appropriate activities.

I need more information and materials. Right now I am thinking about teaching When the Elephants Dance which is set in the Philippines and discusses the Japanese invasion and how families survive, but I would love educational material to use/supplement the unit.

Gold Rush related Lunar New Year for 4th grade interests

More docent led tours available at least 2 a year; lots of materials from a museum lending library; a really easy way to schedule use of materials; docent visits to school; a traveling show?

Large posters/slides

more variety

In addition to the Visual Arts classes I teach I offer the AP Art History and would find more contextual info on Asian countries of great assistance.

The packets I have received for your museum are excellent.

Higher quality jpegs

More updated and customizable lesson plan format

More time to access the well of materials I have access to.

available in connection to current exhibitions, like the brush painting class

I look for opportunities for the students to show their knowledge and express their creativity at the same time. Anything that has the students making something creative that can let them show what they learned is good.

content/history knowldege activities

I need more background info

More posters More DVDs

more organized.

To make the information visually presentable.

Large posters and printed information for me to draw from.

I need more hands on manipulatives such as oragami and basket weaving

I have to modify for my grade level. If activities were designed so as to meet the requirement for the third grade level, it would make it easier to use.

The materials I use are useful.

posters or artifacts to share. list of receipes that can be prepared with children.

Age appropriateness. Hands on activities.

More comparative analysis

More details and I would like more info and books on Asian American Heros

suggestions of classroom activities for secondary school levels

More of them

online image database

matereials for all regions in Asia.

Hands on activities for the students

I wish I had some sources from prior to 1850 in U.S. History.

Would love to have materials in multiple formats (physical posters/transparencies and in digital format that allows for modifications and manipulation as needed for my class needs); ; would love to have them already available and correlated to units of study for my grade level

I do not have any of Asian art materials and I would like to have them

If they had more background information for the teacher.

guest speakers

easy to use materials that can be used quickly upon receipt

I would like to have access to more materials. What I'm using is very limited.

More materials to choose from, as well as more background information of each materials.

to be able to connect stories or narratives to the art

Better examples + explanations from art historians

I would like more flexibility to bring large groups of students to the museum. I need to bring two groups of 37 each in the afternoons.

More of them appropriate for the K-5 classroom. Online images that enlarge without losing their quality.

Questions and discussion topics that reach below the surface level of "holidays and foods".

don't know

Available on CD

Asian art materials need to introduced to the teacher through workshops that stress how to integrate the materials into the curriculum.

More vivid pictures, slideshows, posters, artifacts, cultural pieces, resource books for the kids.

Again funding, to purchase more resources.

digital format, Internet access

If I could get an expert to come in and discuss the art or am able to get a hold of materials maybe even do a workshop that will give me hands on materials. I would prefer an expert to come into my classroom

more visuals and primary sources and prepared lesson plans

More up to date info on China & India

MORE VISUALS, MORE STORIES

More variety of hands-on materials, interactive lesson plans, activities using the materials.

Connected more to the theme of our course: revolution

online database

I need better images...lessons that are cohesive and helpful to allow students to build connections and feel the importance of why we should look at culture, read and write and not just make.

more of them.

more background and specific lesson ideas

literature, and downloaded images for powerpoint

Via disc/pdf file availabilty. In addition, to include Vietnam for Vietnam War coverage.

I would like elementary level literature to tie into my history lessons.

More variety, better selection, availability

Translations of written information

materials with accompanying historical background along and linked to specific standards

If I had more materials.

If they were hands on, or if I had an Asian presenter.

What I have is good, but I need more of it and it needs to be more closely tailored (or adaptable without much effort) to the Social Science standards for me to feel comfortable about taking the limited class time away from my core curriculum.

digitized on a power-point rather than 35 mm slides

Materials are most effective for me if they are not always put in relation to the American point of view, if the materials reflect an Asian world view, or enlighten me to the Asian world view.

I want to use more visual aids to help my students better understand the cultures and customs of all Asian people.

more readily available materials

I have such a pieced together system, that one set of art materials for Asia would be great

A detailed unit or curriculum

Having more of them, which are attractive visually and have good content

Higher Resolution images with readings (i.e. poetry and short stories/ folktales) that relate to the artwork

Created around AP Curriculum

not sure...

specific background information regarding the artist or the "Artistic School"

More resources, hand outs  
 Multiple copies for individual and group use  
 More PowerPoint lectures on Korean, Japanese, and Chinese art. Philadelphia Museum Bookstore has an excellent series of slides, DVDs. on East Asian art.  
 if more of the images were available on the internet so that I could create my own power point presentations.  
 If there were more materials for fifth grade, most are higher levels.  
 If I had more materials available to use or knew of stores with reasonably priced artifacts or materials/ supplies available to purchase.  
 digital content  
 Videos to tie in past history to current events  
 more expert discussion of content and artist's intent  
 Content and age appropriate.  
 if I knew more about the symbolism behind the artwork, particularly religious stories and legends or beliefs that the artwork reflects.  
 It would be very helpful to have ready units on different topics about Asia  
 a concise (5-7 minute) presentation of asian arts of the period. The standards don't allow more time than that  
 Background information, detail information, historical information, content information.  
 Only have China & Japan materials ; Need other infor about other countries  
 DVDs and CDs with wider-ranging topics  
 More art, more current events that connect history and literature to students' current lives, more geography materials  
 more info specific to each piece  
 If I had more training on Asia; not so much Japan or China, but other Asian traditions. Also, what are the linkages between Asia and the Native Americans?  
 I need material that is accessible and useful. I admit, I delve very shallowly into Asian history.  
 More materials, more targeted toward the CA standards  
 more plus props, realia plus short plays  
 I need more materials on performing arts in Asian countries.  
 If I could KEEP all of them, not have to borrow and return  
 I could better integrate them in my class if I could search for artwork by theme rather than by country of origin or historical period. That way, I could find artwork that fit with literature we are reading.  
 I would like to have more resources with teaching material attached. As it is, I have to search on my own for the information. The pictures are not always clear. The information that I would need for a classroom is not always available with the pictures. I would love to have information written at a reading level suitable for sixth graders. I love this subject. The kids are fascinated too. We have several Asian students in each class that help us learn as well. The kids at this age are perfect for learning this material. There is very little written material suitable for their comprehension/age. That is why we resort to pictures. It would be so perfect to have materials suitable for them.  
 Professional Development to hone skills  
 more appropriate for interest of K-5; also reflect contemporary children, art & Asian immigrant experience for K-5 students  
 Accessible images and brief explanations of context in downloadable but also customizable form.  
 I would like to have more - a better choice.  
 museum visits,; musseum ambassadors  
 More detailed lesson plans and current powerpoints complete with examples of finished are.; Student centered-interactive lessons  
 more of a focus or direction. I teach third grade. I can't think of any asian art/culture standards that we are supposed to teach offhand...  
 More time to spend on viewing more art.  
 My knowledge is so limited. I rely on information from my families.  
 More time given to extend lessons and create integration to core curriculum teaching  
 getting more links and support  
 Teacher Professional Development from Museum. Resource of materials to check out: books, video, guest speakers, opportunity to have networking among teachers. Plan, do and review.  
 If there were more choices

Having some images all together that I don't have to go out and search for, plus have the history that goes with it.

Tied to the standards and the grade level I am teaching

Being able to modify the information for elementary schools.

more hours to teach in the day

More materials

more art information, ours is limited

a greater connection to real-life artworks, a larger Asian population at our school, or greater interest from the students

If I have the computers in the classroom to support them.

Actually, I have very little materials for Asian art. This is an area that I could improve greatly on.

Please send emails and correspondence regarding the exhibits

more materials that are colorful, used today

More indepth information about culture, history and values, and how they influenced the cultural appropriateness of communication styles.

more materials designed for younger grades

more current

More materials. It is difficult to compress an understanding of a culture into a few selected artifacts.

To learn more about Japanese history

having large color visuals and packets; designed for teacher use

a broader selection of hands-on materials for students to see

Having posters, DVDs and lesson plans that directly correlated to the CA Art Standards.

More current info, student friendly.

more easily applicable and accessible to my contemporary media, culture, media literacy curriculum content.

Access, quality of images

I can always use more! I would love to have outside visitors / guest speakers come in, and when that's not possible, perhaps SKYPE connections or recorded videos and DVDs.

Easier to obtain authentic materials from these countries. (ex. Books, magazines, statues, video)

more of them

I have excellent resources for China, Japan, and Korea. Average resources for India. Working on better resources for all other Asian countries, incl books, art especially authentic objects, visual images, historically accurate replicas of objects which students can touch, for exa.

The materials I have are incomplete, I wish I had more stuff, hand-on things that would appeal to my students, in Sixth grade. I guess it would be nice to find something more useful, I am so lost!

More of them, specifically tailored to my curriculum

As I said before, materials that are categorized by grade level. More visual materials (digital) to show students

Once again, the answer HAS to be that materials are accessible for use in the classroom

not sure

If I could have more updated picture books.

more, better, more sharply focused

more textbooks covering asian Art as a whole

Linkages with the literature I teach

I would like to show more visual arts material to understand the country's history and culture in the connection with other Asian countries

The materials I have are in black and white mostly; perhaps color would be more visual. Size is also important, but when I teach in Bhutan, I can't always rely on power point presentations. When I teach, the information is usually put on 3 ring binder paper.

If I had more pictures & maps (at least 9"x11") to go with my research.

more specific context about particular works of art; more packages of visuals which allow me to show development both artistically and historically

They would be more useful if they were more colorful and 3-d or real artifacts.

not sure

Access and time to plan and integrate the materials into class activities/lessons

supplementary materials from the Asian art museum

More realia, posters, storytelling ideas, background information

if they were organized in a book or binder

Any supplementary materials to Michael Wood's videos would be helpful  
 dvds of images or onloine images with self guided lessons pertaining to different aspects of art in its cul-  
 tural context  
 Updated materials to replace some that are decades old. Easy to read (ie not tiny font). Lesson plans for  
 elementary level. Background info for me as an adult which I can translate/interpret for elementary  
 minds. Having activities to go with written info makes it more useful.  
 Teacher workshops to broaden knowledge and understanding of the different Asian cultures  
 I don't have many materials specifically for Asian Art. Most lessons available need to be modified for 1st  
 grade.

**Q27. [IF DON'T USE AAM'S MATERIALS] Which of the following reasons describe why you haven't used the Asian Art Museum's materials? [Check all that apply]**

Are they available outside the state?  
 because of limited resources, it would have been better if the museum post more free downloadable  
 materials for teachers online.  
 Didn't know until recently when my son and I toured. He is a student in S.F.  
 Distance, how are materials delivered and returned?  
 Do they ship out of state?  
 don't know how to access them  
 drama teacher/English and usually don't get History materials  
 From what I remember, most of it was middle & high school level  
 Have never received any  
 have not study this museum's material yet  
 Haven't checked them out, but I will  
 haven't found a way to connect them with math  
 Haven't had the time to explore these resources.  
 I didn't find the site as resource when I was searching on the web.  
 I don't have a strong Asian History background I have few Asian students.  
 I don't live in the area so don't have access to them.  
 I have asked for information in the past but was told there were none available.  
 I have borrowed some materials from other teachers, but I just don't have the resources to purchase  
 materials. I prefer to use online resources, and project images to the classroom.  
 I have never been to the Asian Art Museum  
 I live in San Diego and never thought of it.  
 I teach science  
 I teach Spanish  
 I teach Spanish newcomers and I need to figure out how to adapt the resources  
 I use art therapy techniques. All the art that the children are exposed to has a purpose and function.  
 Whatever strikes me as a good opportunity to begin a dialog I will implement.  
 I use materials to train teachers to use in their classrooms  
 I was not provided free materials on my visit  
 I will not teach about Asia again this year.  
 I would like to.  
 It costs money  
 Location -  
 Materials are not for 1st grade.  
 money  
 My students are too young for the material I have.  
 Never took the time to check out and review the materials available from the Asian Art Museum.  
 no time  
 Not aware of them, museum is difficult to access from school site.  
 not enough time in class  
 Not knowledgeable about Asia in general. Need to learn more History  
 Not sure that I can use them as I am not teaching in California  
 They never provided me with one.  
 time and distance; not sure what you have  
 Time constraints force me to teach very little social studies and it tends to be holiday based and very  
 minimal.  
 What materials?  
 Your bookstore at the museum has not carried materials on Korean art or culture

Your schedule is always full when i need it.

**Q29. [IF DON'T USE AAM'S MATERIALS] What is the best way for the Asian Art Museum to inform you about its resources and programs [Check all that apply]**

announcements on other teacher websites  
 CAEA conference presentation (LA this year Nov 12-15)  
 Conferences and Meetings  
 Contact VAPA  
 direct contact.  
 email about teacher workshops available  
 I like to be contacted directly so that I don't miss anything - sometimes things get lost or not seen in the school office.  
 I would like to have a brief program schedule as well as Email.  
 If you do an email, I like very brief overviews that have links. I almost never read an email over one downscroll-page long. In other words, if I'm interested in learning more about a topic, I'd rather have a link to it than it be expanded there.  
 info sessions for educators  
 link to AAM from other subject specific sites  
 website

**Q30. [IF USE AAM'S MATERIALS] How did you become aware of the Asian Art Museum's instructional materials? [Check all that apply]**

A member of the museum's school advisory team  
 A museum employee mentioned it  
 discussion with Museum  
 Field trip packet  
 friend who is a member of Asian Art Museum  
 From this online survey  
 I have been a member for several years  
 joined museum recently  
 Los Angeles County Museum of Art, Evenings for Educators "Visual Art for Meditation and Inspiration"  
 museum visit  
 other teachers at school  
 Packet given to me when I schedule a field trip  
 Presidio Teachers' Night  
 street advertising in San Francisco  
 Study trips to AAM  
 Visiting the Asian Art Museum  
 visits to museum when I'm in sf  
 we took a field trip to the Museum and materials were provided

**Q31. [IF USE AAM'S MATERIALS] Which of the Asian Art Museum's materials do you currently use? [Check all that apply]**

As a small alternative school we are able to visit the museum often.  
 books bought at your store  
 brushpainting kit  
 I'm not a classroom teacher this year.  
 i didnt know you had all this other stuff  
 i do not currently teach modern world.  
 Lesson about to make and teach to children some art  
 none  
 None  
 none currently  
 Not currently using b/c no longer teaching 7th grade History and haven't had the opportunity to use in English Language Development Classes or web technology  
 not teaching this year- use materials last year  
 poster/brochure  
 retired from active teaching  
 the materials from the Mongolian exhibit/workshop years ago and the tea ceremony unit are my favorites. I was not as thrilled with the manga materials nor the Afghan workshop recently  
 VHS videos

visited.  
would like more

**Q36. [ALL TEACHERS] To help the Asian Art Museum produce meaningful resources for you, please select the topic(s) for which you may be interested in having instructional materials. [Check all that apply]**

all of the above  
All of them are useful at different times  
All sound great  
ancient art styles  
art during conflict (civil and international), women artists within the various cultures, trades and crafts, revolutionary art, Marketing and advertising  
Art that relates to math, holidays, story telling, and other curricular areas that I have to teach.  
as previously stated  
Asian American art from San Francisco  
children's art historic & contemporary  
Chinese Exclusion 1882, building of the transcontinental railroad, 1848 Gold Rush, WWI, Russo-Japanese War, WWII, Japanese Internment, Teddy Roosevelt's "Gentlemen's Agreement", China in the Cold War, Vietnam War, Korean War  
Chinese opera, stories, poets, email with teachers, dancers, artists, dancers, actors  
comparison of cultures between East and West  
especially an emphasis on ceramic artworks  
family crests from Japan (mon)  
I am looking for materials to engage younger children; to celebrate and ask questions about cultures other than their own; also to celebrate the multiple ethnicities of our students  
I cannot see how I would say no to any new learning or new reference material....I so encourage the help.  
I really don't know. I love art, but as I have stated, TIME is a huge factor--there is only so much we deviate from our demanding curriculum. It all sounds great. But when are we supposed to read up on all of this to make it a reasonable deviation fr  
I would first consult my teaching partner  
I would like an explanation of key items in the Asian Art Museum collection, specifically around images and items in the student's lives: jade, landscape painting, architecture  
include sources for historical backgrounds and current issues  
Japan as the 3rd World Power (after the EU, the USA)  
many of my students are very interested in Japanese animation and manga.  
Marco Polo  
modern pop cultural information in Asia  
museum studies/majors career info for impressional middle school students  
only things related to the Spanish speaking world but this could include the conquistadors and their trips to Asia  
Performing arts  
related to Japanese-American internment during WWII  
San Francisco/California connections to asia  
Silk Road, Spice Route, Trade  
what is checked above indicates weak areas in AAM resource materials

**Q39. [THOSE WHO HAVEN'T PARTICIPATED IN AAM PROGRAMS] Which of the following reasons describe why you haven't participated in programs at the Asian Art Museum? [Check all that apply]**

also, transportation/costs  
Distance  
Distance  
Distance  
Do not live in this area  
don't live in california  
don't live in the area  
Hard to find dates that work, scheduling  
I did not know that it was a possibility.  
I do not have a chance to go - costs.  
I don't live in San Francisco  
I don't live in the area.  
I don't live near San Francisco  
I have one scheduled, but it is in May.  
I live and work in Southern California

I live in Connecticut  
 I live in Los Angeles  
 I live in Los Angeles. I visit your museum always when in S.F.  
 I live in Missouri  
 I live in MO  
 I live in MO  
 I live in New York!  
 I live in Pasadena.  
 I live in Sacramento....  
 I live in San Diego  
 I live in San Jose so it's a little far  
 I live in the Midwest.  
 I live too far away  
 It can be expensive and difficult to get to San Francisco.  
 It is now very difficult to take students to San Francisco because of the cost.  
 just haven't made it to you yet.. would like to...  
 Live in Los Angeles  
 live too far away  
 logistically difficult to arrange field trips (such as arranging transportation, managing large number of students, signatures required, etc.)  
 My schedule doesn't always allow me to travel into the city when the opportunities are offered  
 no longer live in Bay Area  
 No longer live in SF, live in Los Angeles  
 not aware  
 Not enough time for a one day field trip and too expensive  
 Not teaching long enough  
 nothing at my grade level  
 only a part of the Theatre/Drama and English curriculum concerned Asia  
 Our school board makes it REALLY complicated to plan field trips  
 programs are usually not considered appropriate for kindergarten  
 Proximity  
 The classes are on weekends and I must travel to the city  
 The timing of the programs is vital for teacher participation.  
 Time. We have so much to do and so little time and I tend to choose workshops that will help me improve my teaching in curricular areas where I spend most of my teaching time.  
 Too far: cost of travel  
 wasn't able to reserve a trip until this year  
 will be there in the Spring with my class (1st graders)

**Q40. What would make you consider participating in these programs? [OPEN-ENDED]**

It would be helpful if you offer the credit unit; eg one unit for one day work.  
 If I was currently teaching the subject. I used to teach Social Studies, but not currently.  
 a friendly approach towards teachers  
 If I taught about Asia in my classes.  
 it's hard to say since it does not meet the above  
 I did not know I could.  
 If I was teaching social studies again (am currently only teaching French and ELD)  
 appropriate courses assigned to me  
 Personal interest. I have a B.A. in art History with an emphasis in ancient Chinese art.  
 Collaborating with colleagues, and inquiring into your services  
 Knowledge of the museum  
 direct invitation... especially for artists as educators.  
 Too busy running our non profit  
 Relevance to what I teach.; ; Ample and sufficient announcements, especially if it is district sponsored and if it's incorporated into district professional development days and opportunities.; ; If participation will bring expert and experiential

## APPENDIX G: Schools Represented in Online Survey Sample

Name of School	Frequency	Percent
Clarendon Elementary School	10	2.5%
Argonne Elementary School	6	1.5%
Presidio Middle School	5	1.25%
West Portal Elementary School	5	1.25%
A. P. Giannini Middle School	4	1%
Lynbrook High School	4	1%
Menlo School	4	1%
Sherman	4	1%
Aptos Middle school	3	0.75%
Horace Mann Middle School	3	0.75%
Jefferson Elementary	3	0.75%
Lick-Wilmerding High School	3	0.75%
Lowell High School	3	0.75%
Marina Del Rey Middle School	3	0.75%
Milpitas High School	3	0.75%
Mission San Jose High School	3	0.75%
Sunset Elementary	3	0.75%
The Harker School	3	0.75%
Ulloa Elementary	3	0.75%
Bellarmino College Preparatory	2	0.5%
Bret Harte Elementary School	2	0.5%
Burton High School	2	0.5%
Cesar Chavez Middle School	2	0.5%
Claire Lilienthal	2	0.5%
Commodore Sloat	2	0.5%
Daniel Webster	2	0.5%
Del Campo High School	2	0.5%
Eldridge	2	0.5%
Francisco Middle School	2	0.5%
Galileo Academy of Science and Technology	2	0.5%
George Peabody Elementary School	2	0.5%
George Washington High School	2	0.5%
Glen Park Elementary	2	0.5%
Henry Gunn High School	2	0.5%
Hillcrest Elementary School	2	0.5%
Hillsdale High School	2	0.5%
Independence High School	2	0.5%
Jean Parker Elementary	2	0.5%
John F. Kennedy High School	2	0.5%
Lafayette Elementary	2	0.5%
Lawton Alternative	2	0.5%
Mills High School	2	0.5%
Mira Loma elementary	2	0.5%
Monte Vista High School	2	0.5%
Mt. Diablo High School	2	0.5%
Oak Grove High School	2	0.5%

Oakland Unity High School	2	0.5%
Orchard View School	2	0.5%
Park	2	0.5%
Pleasanton middle	2	0.5%
Roosevelt middle school	2	0.5%
Sacred Heart	2	0.5%
San Francisco Waldorf High School	2	0.5%
San Jose Chinese School	2	0.5%
Santiago High School	2	0.5%
Spring Valley Science School	2	0.5%
St. Paul's Episcopal School	2	0.5%
Stuart Hall for Boys	2	0.5%
Sunnyside Elementary School	2	0.5%
Sunshine Gardens Elementary	2	0.5%
Sutro Elementary	2	0.5%
Tenderloin Community	2	0.5%
Town School	2	0.5%
Visitacion Valley Elem. School	2	0.5%
Washington	2	0.5%
Webster Groves Computer School/Steger	2	0.5%
Westlake Elementary	2	0.5%
Other schools (with 1 entry each)	233	58%
<b>Total responses</b>	<b>402</b>	<b>100%</b>

## APPENDIX H: Focus Group Instructional Materials and Resources Recommended by Focus Group Participants

### BOOKS AND PRINT MATERIALS

***Art from Many Hands: Multicultural Art Projects*** by Jo Miles Schuman  
Discusses many cultures and related projects

***Art of California***

Oakland Museum curriculum guide with overhead transparencies; clearly labeled content, concise lesson plans, key vocabulary and concepts, contemporary/timeless connection to students' lives and interests

***Arts and Activities*** (magazine)

Lessons, photos, and useful information

***Culture Smart*** by Susan Rodriguez

Asian section includes China, Japan, Korea, Laos/Cambodia, India, Tibet

***Drawing on the Right Side of the Brain*** by Betty Edwards

Helpful when teaching beginning drawing

***Family Math***

by Jean Kerr Stenmark, Virginia Thompson, and Ruth Cossey (Lawrence Hall of Science)

***Hands-On Celebrations***

by Yvonne Merrill

Art activities for all ages; includes China, Japan, Korea, and India; photographs of folk arts, cultural information, activities

***Lives of the Artists: Masterpieces, Messes (and What the Neighbors Thought)***

by Kathleen Krull, Illustrated by Kathryn Hewitt

Humorous, artist caricatures, concise information, useful introductions to artists, engaging for students

***Scholastic Art Magazine***

Very good for middle – high school; many cultures represented, although only occasionally Asian

***School Arts*** (magazine, Davis Publications)

Lessons, photos, and useful information

***Teachers Curriculum Institute***

SFUSD adopted curriculum; strong middle school units on Islam and China, engaging for students; well-conceived individual, group, and whole-class activities (e.g., Chinese Philosophers unit)

***Usborne Book of Art Projects*** (series)

Fun art projects, adaptable to various grade levels

***With Art in Mind*** by Patricia Parker Groebner

Fun art projects, adaptable to various grade levels

### **Annenberg | Bridging World History**

<http://www.learner.org/courses/worldHistory/>

“Professional development and classroom materials to support the study of world History. Bridging World History is organized into 26 thematic units along a chronological thread. Materials include videos, an audio glossary and a thematically-organized interactive.”

*Comments:*

- ▶ *User-friendly navigation*
- ▶ *Picture and map archive accessible by region and time period*
- ▶ *High-interest pictures, maps, videos*
- ▶ *Complete lesson plans, including activities and materials, audio, video, readings*
- ▶ *Units include materials on neglected and undertreated areas in the standards (e.g., Islamic Southeast Asia, Pacific Islands)*
- ▶ *Offers various presentations of world History (scholarly articles with opposing viewpoints, thematic units that pose big questions, brief summaries include chronological overviews)*

### Artchive

<http://www.artchive.com/>

"The [online] museum is divided into several galleries: The Artchive, Glyphs Art Reviews, The Galleries, Theory and Criticism, Juxtapositions, Art CD-ROM Reviews, and Art Links. At the Artchive, the only constant will be change. Each gallery will include new material for your return viewing pleasure, from new scans in the Recent Acquisitions gallery, to additional art criticism excerpts, to new installations of feature exhibits. The images, text and articles included at this site are for private, non-profit use only. Other usage is strictly prohibited. These images are made available for educational purposes; please do not endanger their availability by improper use."

*No comments provided*

### Asia for Educators

<http://afe.easia.columbia.edu/>

*Comments:*

- ▶ *Classroom materials and faculty guides sorted by subject, file type, time period*
- ▶ *Featured curriculum units*
- ▶ *Online museum resources on Asian art*

### BBC Religion & Ethics – Religions

<http://www.bbc.co.uk/religion/religions/>

*No comments provided*

### Discovery Education | United Streaming

<http://www.discoveryeducation.com/>

*Comments:*

- ▶ *Useful free resources (e.g. Puzzlemaker)*
- ▶ *Kathy Schrock Guide for Teachers*
- ▶ *Clip art collection*
- ▶ *Requires a district license for access.*

### Enchanted Learning

<http://www.enchantedlearning.com>

"Enchanted Learning® produces children's educational web sites which are designed to capture the imagination while maximizing creativity, learning, and enjoyment. Ease of use is a hallmark of our material. Children need the clearest, simplest computer interface, and our material is created so that the navigation and controls are intuitive. Our mission is to produce the best educational material, emphasizing creativity and the pure enjoyment of learning."

*Comments:*

- ▶ *Age-appropriate text for students*
- ▶ *Ease of use/searchability*
- ▶ *Subjects relevant to grade level requirements*
- ▶ *Introduction of academic language in a comprehensible way*

**Facing History and Ourselves**<http://www.facingHistory.org/>

“Challenging times create economic and social pressures that can undermine our most basic values. For more than 30 years we have been offering teachers and students ways to confront prejudice, apathy, fear, and violence. By teaching students to think critically, to empathize, to recognize moral choices, to make their voices heard, we put in their hands the possibility—and the responsibility—to do the serious work demanded of us all as citizens.”

*No comments provided*

**Folger Shakespeare Library**<http://www.folger.edu/>

“The Folger is a world-renowned research center on Shakespeare and on the early modern age in the West. Its conservation lab is a leading innovator in the preservation of rare materials. Its well-known public programs include plays, concerts, literary readings, family activities, and exhibitions, as well as numerous K-12 and college programs for students and teachers. Advanced scholars participate in a variety of Folger Institute seminars and colloquia.”

*Comments:*

- ▶ *Clear link to resources for teachers*
- ▶ *Lesson plans, member portal, study guide*
- ▶ *Primary resources*
- ▶ *Links to other helpful sites*

**Incredible Art Department**<http://www.princetonol.com/groups/iad/>

*Comments:*

- ▶ *Resource for Visual Arts lessons by art teachers around the country*
- ▶ *Effective search function*
- ▶ *Lessons often include photos of student work; some have rubrics, handouts, and links to other examples and resources*
- ▶ *Teachers who have used the lessons can post adaptations they've made to meet the needs of different age groups or objectives*
- ▶ *Useful lesson plans according to grade level*
- ▶ *Wide variety of information*

**Internet for Classrooms**<http://www.internet4classrooms.com/>

“A free web portal for designed to assist anyone who wants to find high-quality, free Internet resources to use in classroom instruction, developing project ideas, reinforcing specific subject matter areas both in the class and at home and even for online technology tutorials.”

*Comments:*

- ▶ *Good collection of activities for all students*
- ▶ *Organized by grade levels and standards*
- ▶ *Maintained and updated regularly*
- ▶ *Plenty of options to address students' learning needs*
- ▶ *Contents should be reviewed by teacher prior to assigning activities to students*
- ▶ *Free*

**The Kennedy Center | ArtsEdge**<http://artsedge.kennedy-center.org/>

“ARTSEEDGE — the National Arts and Education Network — supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience. ARTSEEDGE empowers educators to teach in, through, and about the arts by providing the tools to develop interdisciplinary curricula that fully integrate the arts with other academic subjects. ARTSEEDGE offers free, standards-based teaching materials for use in and out of the classroom, as well as professional development resources, student materials, and guidelines for arts-based instruction and assessment.”

*Comments:*

- ▶ *Good source for arts lessons (including visual and performing arts)*
- ▶ *Cross-curricular connections*
- ▶ *Identifies specific standards addressed*
- ▶ *Accurately targets specific age groups*
- ▶ *Good source of ideas for arts integration*

**KQED | SPARK**<http://www.kqed.org/arts/programs/spark/>

“Produced by KQED Public Television, Spark is about Bay Area artists and arts organizations -- it is a weekly television show, an educational outreach program and a Web site. More than a showcase for art objects and the artists who make them, Spark takes the audience inside the creative process to witness the challenges, opportunities and rewards of making art. Spark Education provides educational materials about the Spark television program content for K-12 and post-secondary educators, offering media resources, Educator Guides, and other tools to make contemporary arts an integral part of learning.”

*Comments:*

- ▶ *Educator Guides*
- ▶ *Artist Profiles*

**Martin Luther King, Jr.  
Research and Education Institute  
Stanford University**<http://mlk-kpp01.stanford.edu/index.php/lc/index>

“The King Institute’s Liberation Curriculum (LC) initiative seeks to inform teachers and students about global efforts to achieve social justice, human rights and liberation through nonviolent means, with special emphasis on the modern African American freedom struggle.”

*No comments provided*

**Mr. Dowling's Electronic Passport**<http://www.mrdowling.com/>

"Mr. Dowling's Electronic Passport is a journey through time and space. Educators can download lessons and homework assignments. Mike Dowling teaches Geography at Roosevelt Middle School in West Palm Beach, Florida."

*Comments:*

- ▶ *Age appropriate*
- ▶ *Teacher-friendly*
- ▶ *Study guides, tests*
- ▶ *Well designed and easy to use*

**Museum of the African Diaspora**<http://www.moadsf.org/>

"An international museum, based in San Francisco, MoAD is committed to showcasing the "best of the best" from the African Diaspora. To facilitate this, MoAD reaches out and initiates collaborative ventures with institutions of similar vision from around the world. Drawing from the collections of museums, institutes, organizations, universities and private citizens, MoAD is a collector of stories—a repository of information to be shared with all who wish to know about the African Diaspora. Using objects of art and culture as catalysts to tell the story of the African Diaspora past and present, MoAD is a virtual crossroads for people around the globe."

*Comments:*

- ▶ *Visually appealing, lots of open space, clean and airy*
- ▶ *User-friendly navigation for both teachers and secondary students*
- ▶ *Content has both a contemporary and historical feel, which appeals to students*
- ▶ *Site includes video stories and music that engage students*
- ▶ *Museum websites promote object-based learning, and offer the possibility of a field trip, unlike other entirely virtual online resources*

**National Geographic Kids**<http://kids.nationalgeographic.com/>

*No comments provided*

**The New York Times Learning Network**<http://www.nytimes.com/learning/>

"The New York Times Learning Network is a free service for students in grades 3-12, their teachers and parents. The site is updated Monday through Friday throughout the year."

*No comments provided*

**Smithsonian Education**<http://www.smithsonianeducation.org/educators/>*Comments:*

- ▶ *Lesson plans included*
- ▶ *Wide range of topics*
- ▶ *Geared toward teachers, not appropriate for younger students*

**Starfall**<http://www.starfall.com/>

“Teachers around the world use Starfall.com and Starfall high-quality educational products as an inexpensive way to make the classroom more fun and inspire a love of reading and writing. Parents use Starfall to prepare their children for school, and to support them once they are there. Starfall is an educational alternative to other entertainment choices for children. Primarily designed for first grade, Starfall is also useful for pre-kindergarten, kindergarten and second grade. Starfall is perfect for home schooling.”

*Comments:*

- ▶ *User-friendly navigation*
- ▶ *User interface is attractive and engaging*
- ▶ *Age-appropriate content for K-2*
- ▶ *Content needs to be reviewed by teachers ahead of time to ensure accuracy*

**Teachers.net**<http://teachers.net/>*Comments:*

- ▶ *Pen Pals*
- ▶ *Travelling Buddies*

**Teaching Tolerance**<http://www.tolerance.org/>

“Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children. To us, tolerance is an ethic.

We provide free educational materials to teachers and other school practitioners in the U.S. and abroad. Our self-titled magazine is sent to 400,000 educators twice annually, in September and January, and tens of thousands of educators use our free curricular kits. More than 10,000 schools participate in our annual Mix It Up at Lunch Day program.

Web-exclusive offerings include downloadable curricula, other classroom activities and materials for youth and parents/guardians.”

*No comments provided***TIME for Kids**<http://www.timeforkids.com/TEFK/>

“TIME For Kids is a weekly classroom news magazine that motivates kids to read! Issues cover a wide range of real-world topics kids love to learn about - and it's the best nonfiction text you'll find! A powerful teaching tool, TIME For Kids builds reading and writing skills and is easily integrated across your curriculum, including social studies, science and math.”

*Comments:*

- ▶ *Going Places*

**TrackStar**<http://trackstar.4teachers.org/trackstar/>

“TrackStar is your starting point for online lessons and activities. Simply collect Web sites, enter them into TrackStar, add annotations for your students, and you have an interactive, online lesson called a Track. Create your own Track or use one of the hundreds of thousands already made by other educators. Search the database by subject, grade, or theme and standard for a quick and easy activity. There is a fun Track already made for each day of the year, too!”

*Comments:*

- ▶ *Allows teacher to tailor guided Internet use for students*

**UCLA Center for East Asian Studies**<http://www.international.ucla.edu/eas/web/educweb.htm>

*Comments:*

- ▶ *Most of the links actually work!*
- ▶ *It has cross-curricular activities for all grade levels.*
- ▶ *It has materials for many Asian countries.*

**Visual Thinking Strategies**<http://www.vtshome.org/>

“Visual Thinking Strategies is an educational curriculum and teaching method which enables students to develop aesthetic and language literacy and critical thinking skills, while giving teachers a powerful new technique they can utilize throughout their career. By using VTS, students learn to make meaning from the world around them, to gain confidence in their own ideas while respecting those of others, and to contribute to a thoughtful debate amongst a group of peers. Our mission is to foster cognitive growth through interaction with art, and to boost academic achievement in every school where VTS is implemented, facilitating systemic change in how students learn and how teachers teach.”

*No comments provided*

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