

Questions for Art Education

Researchers

1. What are the most important impacts of arts education that current broadly-used assessment mechanisms miss? Are there any examples of truly outstanding schools or programs that are evidence-based and tracking one or more of these hidden impacts?
2. What type of assessment tool(s) should a new GPRA measure be based on that measures improvements in students' knowledge and skills in the arts?
3. What differentiates a quality learning experience in arts education from a quality learning experience with any other subject matter?
4. There are some specific areas of impact that we are interested in considering and would appreciate your thoughts on. If we were going to ask AEMDD grantees to measure impact with any of the following outcomes, which ones do you think are most important and what are the ones that you think are least important?
 - Non-cognitive skills such as:
 - Academic Mindset
 - Academic Perseverance
 - Academic Behaviors
 - Social Skills
 - Student sense of curiosity
 - Student sense of belonging
 - Creativity
 - Other
5. What are the most important conditions that need to be in place in a school or district for educators to be able to track and assess the impact of arts education on student learning as relates to arts-specific outcomes?
6. What valid and reliable alternate measures to standardized test scores could be considered for AEMDD grantees to gauge student achievements in math and literacy? How about in academic achievement more generally?
7. How could we spur innovation within arts education that uses RCTs or quasi-experimental studies? Who are the partners that you think we should be engaging on this question?

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