

**Summary Report of Survey Findings
J. Paul Getty Museum**

**Teacher Programs: Assessing the Getty Museum's
Online Resources for K–12 Teachers**

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EXECUTIVE SUMMARY
Summary Report of Survey Findings
Teacher Programs: Assessing the Getty Museum's
Online Resources for K–12 Teachers
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These findings represent the results of an online survey about the resources that the J. Paul Getty Museum provides K–12 teachers on www.getty.edu. The survey was sent to teachers in the Getty Education Department's database of contacts, Facebook friends, and recipients of the monthly e-newsletter Getty Teacher Update. From these channels, 374 individuals completed the survey. Thus, the survey respondents comprise individuals who are already familiar with the Getty Museum, have attended our teacher programs, visited the Museum with their students, or used our online resources.

Overall Evaluation of Getty Museum Teacher Resources

The majority of survey respondents are satisfied with the resources the Getty Museum provides to teachers (92.6% are satisfied or very satisfied). Many teachers took the time to write positive comments about their use and appreciation of our resources. For example, in response to the question, "What additional comments or suggestions do you have about the Getty Museum's teacher resources?" 62 out of the 93 responses included positive feedback.

The predominant critical comment was dissatisfaction with the amount of resources that we provide for a particular grade level, subject, theme, or special exhibition.

Technology in the Classroom

The survey provided valuable feedback about how teachers use technology in their classrooms and how they teach with works of art. The most common usage of the Internet, iPad, and smart phones is reviewing information—either for research purposes or to review content with the class as a whole. The second most frequent use of the Internet is to display reproductions of works of art.

Survey respondents were asked to consider the importance of 16 online features. One of the most important online features, according to survey respondents, is access to images (especially printable images, images that can be downloaded for use in PowerPoint presentations, or images that can be viewed online with zoom features). The only online feature that was considered more important was information about works of art and artists (90.8% considered this very important or essential).

For each of the following features, the percentage indicates how many rated it as very important or essential.

- 1) Information about works of art and artists (90.8%)
- 2) Printable images (80.7%)
- 3) Downloadable images for use in a PowerPoint presentation (80.1%)
- 4) Activities to use before or after a visit to the Getty (79.9%)
- 5) Zoom features to see details of images (78.9%)
- 6) Discussion questions for teaching with works of art (78.7%)

Interestingly, customizable and downloadable lesson plans were deemed essential by 26.5%, but the majority of respondents did not rate them as important compared to other online features.

Teaching Art in the Classroom

The most frequently used method of viewing works of art in the classroom is projecting images from a live Internet connection, followed by PowerPoint, and then large posters.

The highest-rated characteristics (deemed very important or essential) when deciding whether teachers will teach a particular arts-related lesson are:

- 1) Lesson is applicable to students' academic level. (95.7%)
- 2) Activities seem appealing to students. (92%)
- 3) Materials needed to teach the lesson are easily available. (90.1%)
- 4) You can easily incorporate the lesson into an already existing lesson plan. (81%)
- 5) Featured works of art seem appealing to students. (80.9%)

Note that a lesson's relevancy to standards was deemed very important or essential to 76.5% of respondents: 32.2% considered this characteristic very important, and 44.3% of respondents considered this essential. Although it was not rated in the top-five characteristics when grouping characteristics considered very important or essential, a lesson's relevancy to standards was essential to a significant number of respondents. Among those who consider a lesson's relevancy to standards as important, more respondents rated this characteristic as essential relative to any other characteristic except for one: a lesson's applicability to students' academic level (49.4% consider this essential).

The lowest-rated characteristics (deemed not at all important) when deciding whether teachers will teach a particular arts-related lesson plan are:

- 1) The lesson is written by a practicing artist. (37.2%)
- 2) The lesson is written by museum staff. (32.3%)
- 3) The lesson is written by a classroom teacher. (29.5%)
- 4) You are able to project featured works of art from a live Internet connection. (19%)

An overwhelming amount of survey respondents (89.2%) find lesson plans by using search engines such as Google. Respondents also find lesson plans by word of mouth (47.2%) and through their school district's website (24.3%).

Evaluation of Getty Lessons

Among the latest three biennial curriculum books produced by the Getty Museum—*Performing Arts in Art*, *Historical Witness*, *Social Messaging*, and *Art & Science*—the most used curricular resource is *Art & Science* (69.7% of respondents have used or adapted it). 32.9% have used or adapted *Historical Witness*, *Social Messaging*, and 30.3% have used *Performing Arts in Art*. When asked to specify other Getty curricula they use, 35 teachers filled in the open-ended response. No single curriculum stood out as used more frequently than others.

Impact and Use of Getty Resources

Teachers perceive their students as positively impacted by Getty lessons and activities in a variety of ways, especially when experiencing a visit to the Museum. The Getty's teacher resources also help students make connections between art and other disciplines, demonstrating that the arts-integrated strategies in the resources are effective. Due to Getty resources, the majority of teachers believe that their students are: engaged in the content (74.8%); able to connect art to other disciplines, especially demonstrating an increased understanding of history concepts (72.8%); and able to make personal connections to works of art (70%).

Getty resources have also positively impacted teachers' creativity and knowledge of art. More than 64% of respondents agree that using or reviewing Getty lessons has increased their own knowledge of art, and more than half of the respondents agree that using or reviewing Getty lessons has increased their creativity.

Critical Feedback

The most frequent criticism among the comments containing critical feedback related to a desire for more resources that connect to the subject and grade level taught by the particular respondent. Specific requests ranged from lessons focused specifically on art to lessons that integrate math, science, and U.S. history. Other aspects that were commented on with some frequency include the following topics:

- Problems with site navigation and search functionality
- Unawareness of the resources provided on getty.edu (Note: Several respondents demonstrated a lack of awareness of our online resources even though they have either received the survey through our online promotional tools or have taken advantage of our onsite offerings [see [Methods](#) section].)
- Concerns about practical applications of lessons (e.g., requests to involve teachers in development, concerns that lessons do not take into account large class sizes, preferences for lessons with more low-cost materials, and suggestions to directly connect to textbooks)
- Preference for shorter, quicker lessons

Additional Comments

The survey did not specifically address the Getty Museum's onsite offerings; however, teachers consistently commented on positive experiences with Getty staff members, Getty professional development programs, and school visits at both the Getty Villa and Getty Center. Although the survey was developed to target our online resources, respondents chose to write about our onsite offerings in open-ended responses. These findings indicate a relationship between teachers' physical experience of the Getty's site and staff and their use of online resources. The findings may also demonstrate the significant impact that our onsite programs and staff members have on our local teacher audiences.

General Conclusions

In general, teachers are satisfied with the content we provide for them; they just want more, and they want the content to be downloadable, customizable, targeted to their needs, and easily findable. The findings also demonstrate that there is room for improvement in the following areas:

- *Functionality*: Although 68.4% of survey respondents are satisfied or very satisfied with finding works of art that relate to their existing curricula, many chose to comment on difficulties navigating the website when asked what features on www.getty.edu they would wish to see improved. Thus, we hope to enhance search functionality and improve site navigation to help teachers find what they need—images, background information, and lesson ideas—more efficiently; make more accessible a variety of ways to access and view images, including downloadable images, PowerPoints, zoom features, and 8½ x 11-inch PDFs.
- *Content*: Increase background information (e.g., about artists, time periods, genres) provided specifically for teachers; develop new content in areas where there is greater need, especially for Pre-K–3rd grade and 9–12 teachers who are less satisfied with our online resources than other grade levels.
- *Formats*: Develop a format for lessons that is shorter and could more easily be integrated across curricula; continue to produce videos that can be displayed across technological platforms eliminating disparities in access.
- *Marketing*: Enhance marketing strategies to increase awareness of our teacher offerings, including reaching out to social media “influencers” (e.g., teachers with popular blogs).

Additional recommendations and more detailed suggestions are outlined in the [Conclusions and Recommendations](#) section.

Table of Contents

Introduction	1
Methods	3
Results	5
1. Overall Evaluation of Getty Museum Teacher Resources	5
2. Technology in the Classroom	10
3. Teaching Art in the Classroom	18
4. Evaluation of Getty Lessons	22
5. Impact and Use of Getty Resources	24
Conclusions and Recommendations	28
General Conclusions	28
General Recommendations	29
Selected Quotes	31

Summary Report of Survey Findings Teacher Programs: Assessing the Getty Museum's Online Resources for K–12 Teachers April 2012

Introduction

Between October 2002 and February 2012, the J. Paul Getty Museum published on www.getty.edu more than 220 lesson plans for the K–12 and adult ESL classroom, and more than 75 activities for use in the galleries at both the Center and the Villa. Lesson plans and visit activities comprise the bulk of the online offerings we provide to K–12 teachers, but in the past few years we have experimented with new formats to meet teachers' ever-changing needs. The Education Department has experimented with the following formats:

- Instructional videos (see multimedia produced for the *Performing Arts in Art* curriculum at www.getty.edu/education/teachers/classroom_resources/curricula/performing_arts/)
- Quick art activities (see "Art Activities" at www.getty.edu/education/teachers/classroom_resources/tips_tools/index.html)
- PowerPoints® (see the "Architecture and Gardens" slide show at http://www.getty.edu/education/teachers/trippack/villa_architecture.html)
- Guides developed for student exploration of interactive media (see "A Curious Cabinet" at http://www.getty.edu/education/teachers/classroom_resources/tips_tools/cabinet.html)

Our strategy for publishing online resources for K–12 teachers thus far has primarily been to make available to a wider public the lessons created through professional development programs and for print publications. Now that the K–12 Teachers and Students section of www.getty.edu includes a solid foundation of diverse lessons and activities, we are able to more broadly assess the effectiveness of our overall offerings and consider the following questions:

- Are we meeting teachers' needs with our current offerings?
- Should we continue to develop lesson plans in their current format, which were initially conceived as print publications?
- How can we better utilize web technologies rather than simply convert print publications?
- To what extent should we consider the advent of new technologies (e.g., iPads, smartphones) when developing resources for teachers and students?

In order to unpack these questions, we knew we had to first come to a consensus about how we wanted to impact teachers with our print and online resources. In 2011, the Getty Museum's School and Teacher Programs staff developed the following teacher impact statement:

Through a variety of resources, teachers will deepen their knowledge, build on their own creativity, and help students make meaningful connections to works of art.

To gain insight into how we could better achieve our desired impact, we knew we needed to find out how satisfied teachers are with our current offerings. In November 2011, we sent teachers an online survey to help inform the following questions:

- To what extent are we meeting teachers' needs with our current online offerings?
- How are teachers currently using the Internet and other technologies to view and teach art?

The results of this survey are outlined in this report. Based on these results, we aim to enhance our current offerings so that they will better meet the needs of our teacher audiences. While the survey focused primarily on online resources, we hope that the findings will help inform how we approach the development of both print and online resources.

Methods

These findings represent the results of an online survey about the resources we provide for K–12 teachers on www.getty.edu. Teachers were informed about the survey through: 1) Getty Teacher Update (November and December 2011 issues); 2) an e-mail blast to teachers who have visited the Getty; and 3) Getty Teacher Programs Facebook page. The survey was completed by 374 individuals.

Information about Survey Respondents

The overwhelming majority of respondents (96.3%) were K–12 classroom teachers as described in the chart below.

What grades do you teach? (Please check all that apply.)		
Answer Options	Response Percent	Response Count
Pre-Kindergarten	1.6%	6
Kindergarten	9.1%	33
1–3	26.4%	96
4–6	37.1%	135
7–8	23.9%	87
9–12	34.3%	125
College	3.0%	11
I am not a teacher	3.3%	12
	<i>answered question</i>	364
	<i>skipped question</i>	13

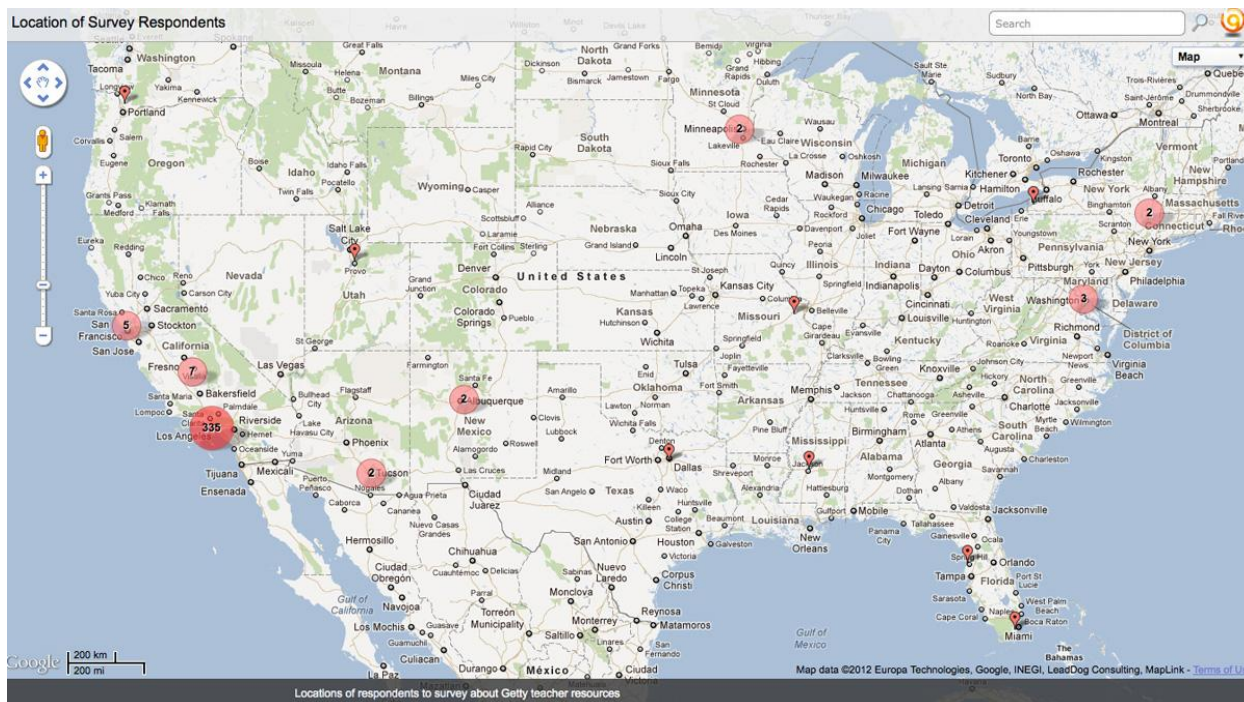
The majority of respondents (157 respondents) teach more than two subjects, which is not surprising given the number of elementary teachers who completed the survey (see chart above). The second-largest group of respondents is comprised of art/art history teachers (74 respondents), followed by English/language arts teachers (30 respondents), and history/social studies teachers (34 respondents). The fourth-largest group teaches both language arts and social studies (22 respondents).

Of the 370 teachers who reported how many years they have been teaching, the largest group has taught between 10 to 19 years, as indicated in the chart that follows.

How many years have you been teaching?

Response Ranges	Response Count
3 years or less	11
4–9 years	80
10–19 years	163
20 years and up	116

All but three respondents live in the United States, and the overwhelming majority of respondents (335) are from Southern California ZIP code areas (see the map below).



The majority of survey respondents (64.9%) have participated in at least one of the Getty Museum's programs for teachers. Many have also brought their students to the Getty Center or Getty Villa, as described in the following chart.



Results

The findings of this report are organized into the following sections:

1. [Overall Evaluation of Getty Museum Teacher Resources](#)
2. [Technology in the Classroom](#)
3. [Teaching Art in the Classroom](#)
4. [Evaluation of Getty Lessons](#)
5. [Impact and Use of Getty Resources](#)

1. Overall Evaluation of Getty Museum Teacher Resources

The majority of respondents are satisfied with the resources the Getty Museum provides to teachers.

- 92.6% are satisfied (38.2%) or very satisfied. (54.4%)
- 7.3% are dissatisfied (2.1%) or very dissatisfied. (5.2%)

Respondents were invited to explain their overall ratings, and the findings were grouped into the categories described in Table 1.1 that follows.

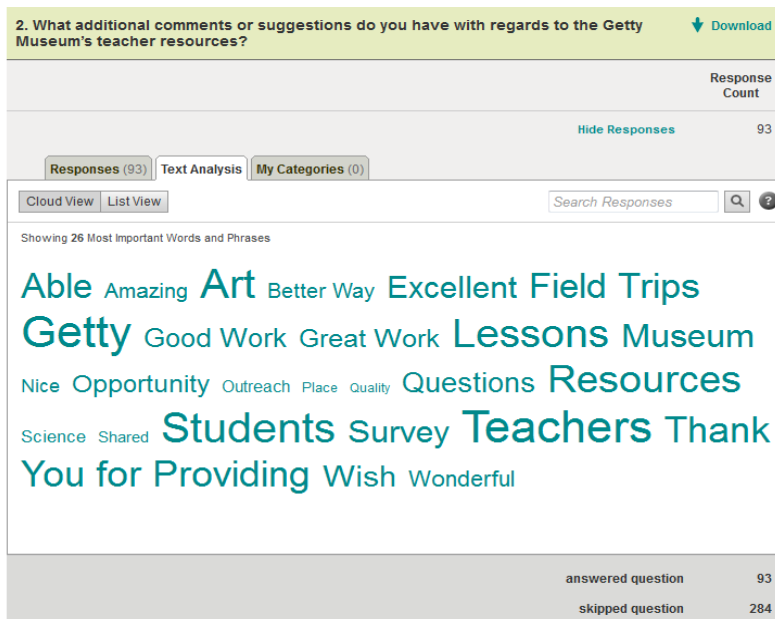
Table 1.1. Teachers' Explanations of Ratings in Regards to Their Overall Satisfaction with Getty Museum Resources	
Category	Number of related responses
General positive feedback, including 11 superlative responses (see Selected Quotes)	33
Compliments about Getty staff	18
Compliments about school visit to the Getty	17
Compliments about Getty programs	16
Appreciation for access to Getty resources	10
Appreciation for variety of Getty resources	9
Critiquing applicability of resources to classroom teaching	9
Does not use resources	8
Resources/programs motivated/inspired teachers or impacted teaching	6
Resources could better align with curriculum	6
Resources are informative	6
Comments related to use of or desire for, more downloads (especially PowerPoints and Images)	4
Appreciation for resources to view and discuss art	3
Requests more communication to increase awareness of offerings	3
<i>Other (did not fall into any other category)</i>	<i>10</i>

In response to the final question of the survey, "What additional comments or suggestions do you have about the Getty Museum's teacher resources?" we received 93 responses. Of the 93 comments, the overwhelming majority (62 comments) included positive feedback. The predominant critical comment was dissatisfaction with the amount of resources that we provide for a particular grade level, subject, theme, or special exhibition. Findings are summarized in Table 1.2 that follows.

Table 1.2. What additional comments or suggestions do you have about the Getty Museum's teacher resources?	
Category	Number of related responses
Expressed appreciation for Getty's resources	28
Requested more programs/resources for a particular grade level, subject (e.g., math, literature, and science), theme, or special exhibition, including more art-specific resources in the form of videos and lessons	16
Expressed encouragement to continue our offerings (e.g., "keep up the good work")	15
Made positive comments about school visits to the Museum	7
Made positive comments about our professional development	6
Made positive comments about Getty staff	6
Made critical comments about the field trip experience	5
Cited time constraints that hinder the use of our resources	3
Want improvements to search functionality and site navigation	3
<i>Other (did not fall into any other category)</i>	14

When using SurveyMonkey's text analysis function, the overwhelmingly positive tone of the responses is readily apparent (see Figure. 1.3).

Figure 1.3. Text Analysis: Additional Comments about the Getty Museum's Teacher Resources



Survey respondents are generally satisfied with the Getty's website.

- 77.1 % are satisfied or very satisfied with the layout and design of www.getty.edu.
- 71.1% are satisfied or very satisfied with finding works of art that they think their students would connect with.
- 68.4% are satisfied or very satisfied with finding works of art that relate to their existing curricula.
- 65.4% are satisfied or very satisfied with finding lesson plans they think would engage their students.
- 64% are satisfied or very satisfied with finding lessons and activities that they can incorporate into their existing curricula.

Although 68.4% of survey respondents are satisfied or very satisfied with finding works of art that relate to their existing curricula, many chose to comment on difficulties navigating the website when asked what features on www.getty.edu they would wish to see improved (see Table 1.4). Moreover, although many teachers were satisfied or very satisfied with finding works of art and lesson plans that relate to their existing curricula and that connect to students, they may not be satisfied with the navigation in particular.

Respondents were asked to answer the following question in an open-ended response: "What features on www.getty.edu do you wish to see improved and/or added to meet your needs?" While the comments varied greatly, a few categories were repeatedly mentioned (see Table 1.4).

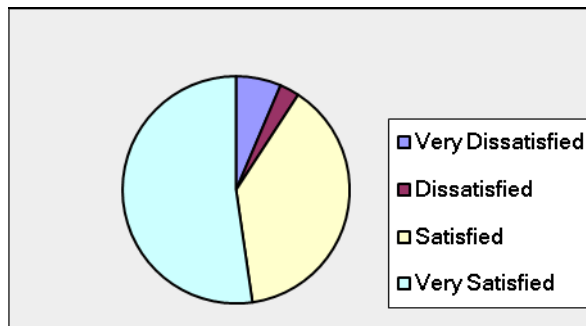
Table 1.4. What features on www.getty.edu do you wish to see improved and/or added to meet your needs?	
Category	Number of related responses
Difficulty navigating	13
Requested more resources for a particular subject that the particular respondent teaches	12
Difficulty finding what they need / requested improvements to search functionality	12
Requested improvements to Bookmarks or requested features similar to Bookmarks	7
Requested more content for specific grades	6
Does not use	6
Suggested enhancements or expansion of interactive and rich media	5
Described resources as fine as is	4
Requested improved communications with Getty to find out about resources	3
Requested improved viewing of or access to images	3
<i>Other (did not fall into any other category)</i>	24

Grade Level–Specific Findings

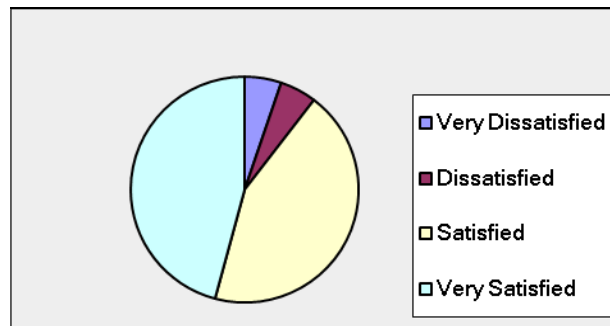
- When viewing the results by grade level taught, 4th through 8th grade teachers are more satisfied with Getty resources than other grade levels (see Figure. 1.5). They are more satisfied with each of the aforementioned components on www.getty.edu than are other grade bands (demonstrating an increase of between 3.3–5.5% per component).
- Only 5.8% of 4th through 8th grade teachers are dissatisfied or very dissatisfied; whereas 10.4% of Pre-K–3rd grade teachers are dissatisfied or very dissatisfied, and 9.2% of high school teachers are dissatisfied or very dissatisfied.
- High school teachers are slightly less satisfied with each of the aforementioned aspects of www.getty.edu than are other grade bands (demonstrating between 0.6–6.9% less per component).
- High school teachers are least satisfied with finding lessons and activities that they think would engage their students, relative to the other aforementioned aspects of www.getty.edu. 58.5% of high school teachers are satisfied or very satisfied with this component, 23.4% are neutral/not sure, 3.6% are dissatisfied, and none are very dissatisfied.
- Not surprisingly, Pre-K–3rd grade teachers are less satisfied with finding works of art they think students would connect with (59.8% are satisfied or very satisfied) and with finding works of art that relate to their existing curricula (58.8% are satisfied or very satisfied).

Figure 1.5. Overall Satisfaction with Resources the Getty Provides to Teachers

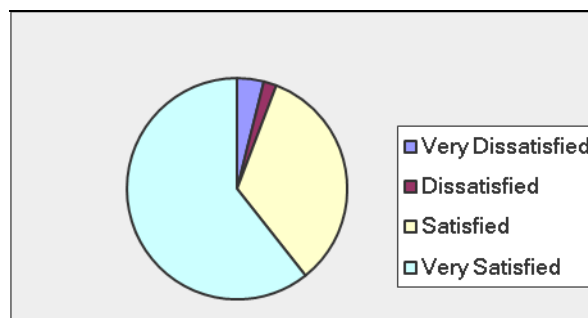
Rate of satisfaction of high school teachers



Rate of satisfaction of Pre-K–3rd grade teachers



Rate of satisfaction of 4th–8th grade teachers



2. Technology in the Classroom

Technology Access

Almost all teachers have Internet access in their classrooms, but a significant number still have unreliable connections.

- 87.6% of survey respondents have Internet access in their classrooms; 9.6% have Internet access in their classrooms, but the connection is not reliable; and 2.7% said they do not have Internet access in their classrooms.
- 72.3% of survey respondents have not at all used iPads, smartphones, nor apps that are available on smart phones or iPads in class.

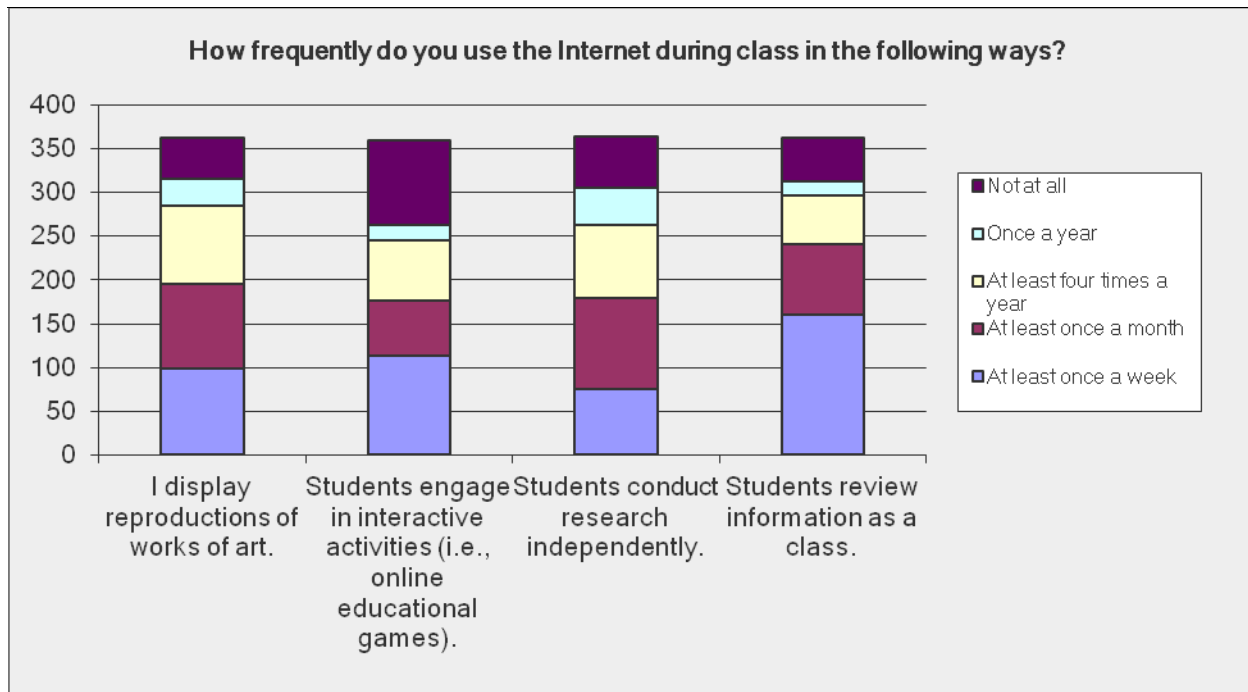
For those who have used iPads, smartphones, or apps in their classroom, 87 described how they use these technologies, as indicated in the following table. Note that some of the responses are suitable for more than one category and, therefore, are counted more than once.

Table 2.1. How do you use iPads, smartphones, or apps in your classroom?	
Category	Number of related responses
Not using these technologies currently (however, 3 respondents pointed out that they will soon)	18
Students conduct research	17
Take, view, share, and upload photos, videos, or music	12
Display websites, images, and information, especially on iPads	11
Teachers or students use the devices for a quick reference (e.g., definition, find answer to a student's question).	11
Teachers communicate with their students via e-mail or text, or allow students to access class assignments.	8
Students participate in an activity of some kind (e.g., creative project, Google docs collaboration, writing challenges).	8
Not using these specific technologies but use SMART Boards, Promethean boards, or eno boards	7
Use for testing, assessments, or quizzes	7
Games	5
Specific apps used (e.g., language translation apps, Art Authority, Brainpop, HDR)	5
Students specifically learn media/graphic arts skills.	5
Tools for class logistics (digital timer, call students randomly)	4
Access sites blocked by the school	2

Internet Use

When asked how they use the Internet in the classroom, teachers use the Internet most often to review information as a class. This finding remains true across all grade bands (Pre-K–3, 4–8, and 9–12). Findings in regards to Internet use are summarized in Figure 2.2 below:

Figure 2.2. Frequency of Internet Use



Additional findings include the following:

- 66.7% of survey respondents use the Internet to review information as a class at least once a month (44.1% once a week; 22.6% once a month).
- 54% of survey respondents use the Internet to display reproductions of works of art at least once a month (27.3% once a week; 26.7% once a month).
- 49.4% of survey respondents have students conduct research independently on the Internet at least once a month (20.6% once a week; 28.8% once a month).
- 48.9% of survey respondents have students engage in interactive activities (e.g., online educational games) at least once a month (31.4% once a week; 17.5% once a month).
- 26.9% of survey respondents do not use student interactive activities (e.g., online educational games) in the classroom at all.

Grade Level–Specific Findings

- Pre-K through 3rd grade teachers use the Internet to display works of art less frequently than other groups, with the majority displaying reproductions of works of art at least four times a year whereas the majority of 4th–12th grade teachers use the Internet to display reproductions at least once a week.
- Not surprisingly, Pre-K through 3rd grade teachers use the Internet for student independent research less frequently than other groups. The majority of Pre-K through 3rd grade teachers do not use the Internet for this purpose at all.
- High school teachers use the Internet for student interactive activities less frequently than other groups. The majority of high school teachers do not use the Internet in this way at all.

Importance of Specific Online Features

Survey respondents were asked to consider the importance of 16 online features. The majority of survey respondents rated every single category as "very important." As indicated in Figure 2.3 on the following page, the features rated most essential are:

- 1) Information about works of art and artists (42.5% considered this essential)
- 2) Downloadable images for use in a PowerPoint (31.2% considered this essential)
- 3) Printable images (28.4% considered this essential)
- 4) Zoom features to see details of images (26.8% considered this essential)
- 5) Downloadable PowerPoints (26.7% considered this essential)
- 6) Lesson plans that are downloadable and customizable in a Word doc (26.5% considered this essential)

When combining ratings for features that were deemed very important or essential, the top six features that were rated most important vary slightly. For each feature in the list below, the percentages indicate how many rated the feature as very important or essential.

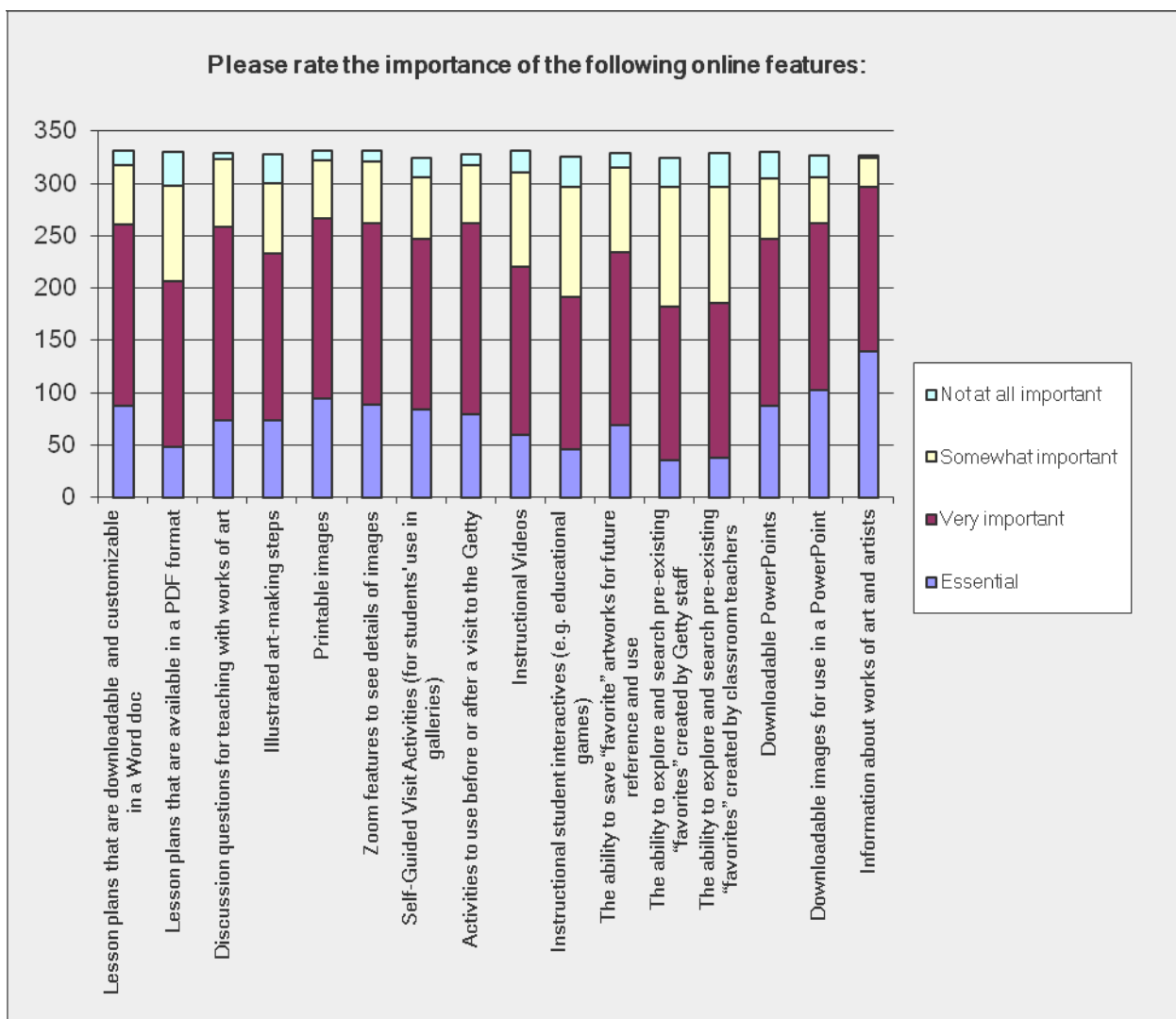
- 1) Information about works of art and artists (90.8%)
- 2) Printable images (80.7%)
- 3) Downloadable images for use in a PowerPoint (80.1%)
- 4) Activities to use before or after a visit to the Getty (79.9%)
- 5) Zoom features to see details of images (78.9%)
- 6) Discussion questions for teaching with works of art (78.7%)

Information about works of art and artists, printable images, zoom features to see details of images, and downloadable images for use in a PowerPoint were highly rated on both lists. Interestingly, customizable and downloadable lesson plans were deemed essential by 26.5%, but they were not rated as important as other online features by the majority of respondents.

The features considered least important by survey respondents are listed below. Percentages indicate how many rated the feature as not at all important.

- 1) The ability to explore and search pre-existing "favorites" created by classroom teachers (9.7%)
- 2) Lesson plans that are available in a PDF format (9.7%)
- 3) Instructional student interactive (8.9%)
- 4) The ability to explore and search pre-existing "favorites" created by Getty staff (8.6%)
- 5) Illustrated art-making steps (8.5%)

Figure 2.3. Rating Importance of Specific Online Features—All Grades

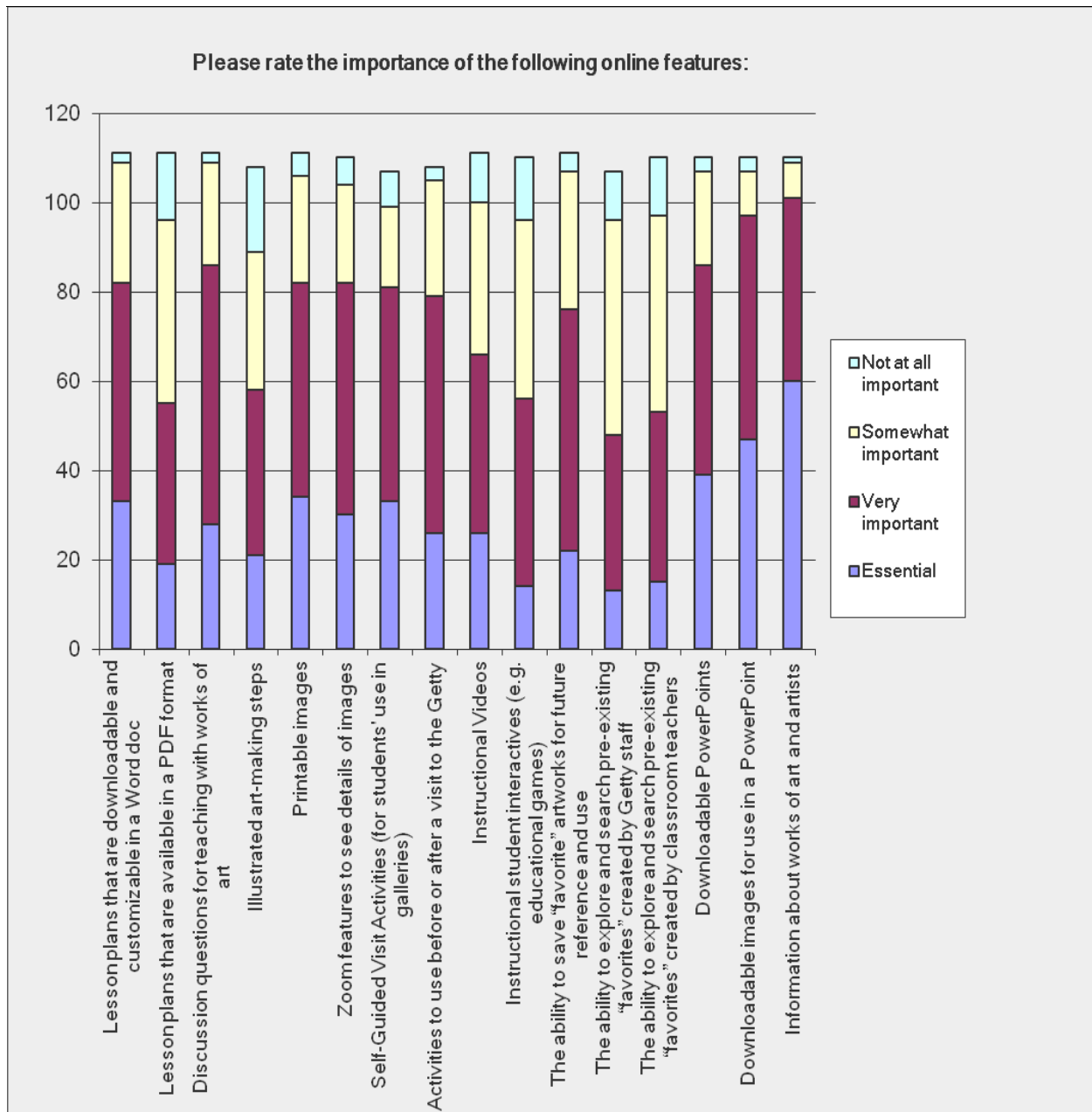


Grade Level–Specific Findings

When filtering for grade band, the highest-rated online features varied greatly. Results by grade band are summarized in Figures [2.4](#), [2.5](#), and [2.6](#) on the following pages. Additional findings are described below.

- High school teachers generally rated many of the online features as less important—except for downloadable PowerPoints, downloadable images for use in a PowerPoint, and background information about works of art and artists. 78.2% rated downloadable PowerPoints as very important or essential, and 88.2% rated downloadable images for use in a PowerPoint as very important or essential. High school teachers rated background information only slightly less important than did Pre-K–3rd grade teachers and about the same as 4th–8th grade teachers.
- Unlike other grade bands, in which the majority of teachers had rated each feature as very important, the majority of high school teachers found the following online features somewhat important: lesson plans that are available in a PDF format; the ability to explore and search pre-existing “favorites” created by Getty staff or classroom teachers.
- Although the majority of all respondents rated each of the features as very important, the following areas were considered not at all important by the most individuals within a particular grade band.
 - Illustrated art-making steps were rated the least important by high school teachers (17.6% rated them as not at all important).
 - The ability to explore and search pre-existing “favorites” created by classroom teachers was rated the least important by 4th–8th grade teachers (10.3% rated this as not at all important).
 - Downloadable PowerPoints were rated the least important by Pre-K–3rd grade teachers (12.9% rated this as not at all important), followed closely by instructional student interactives (12.5% rated this as not at all important).

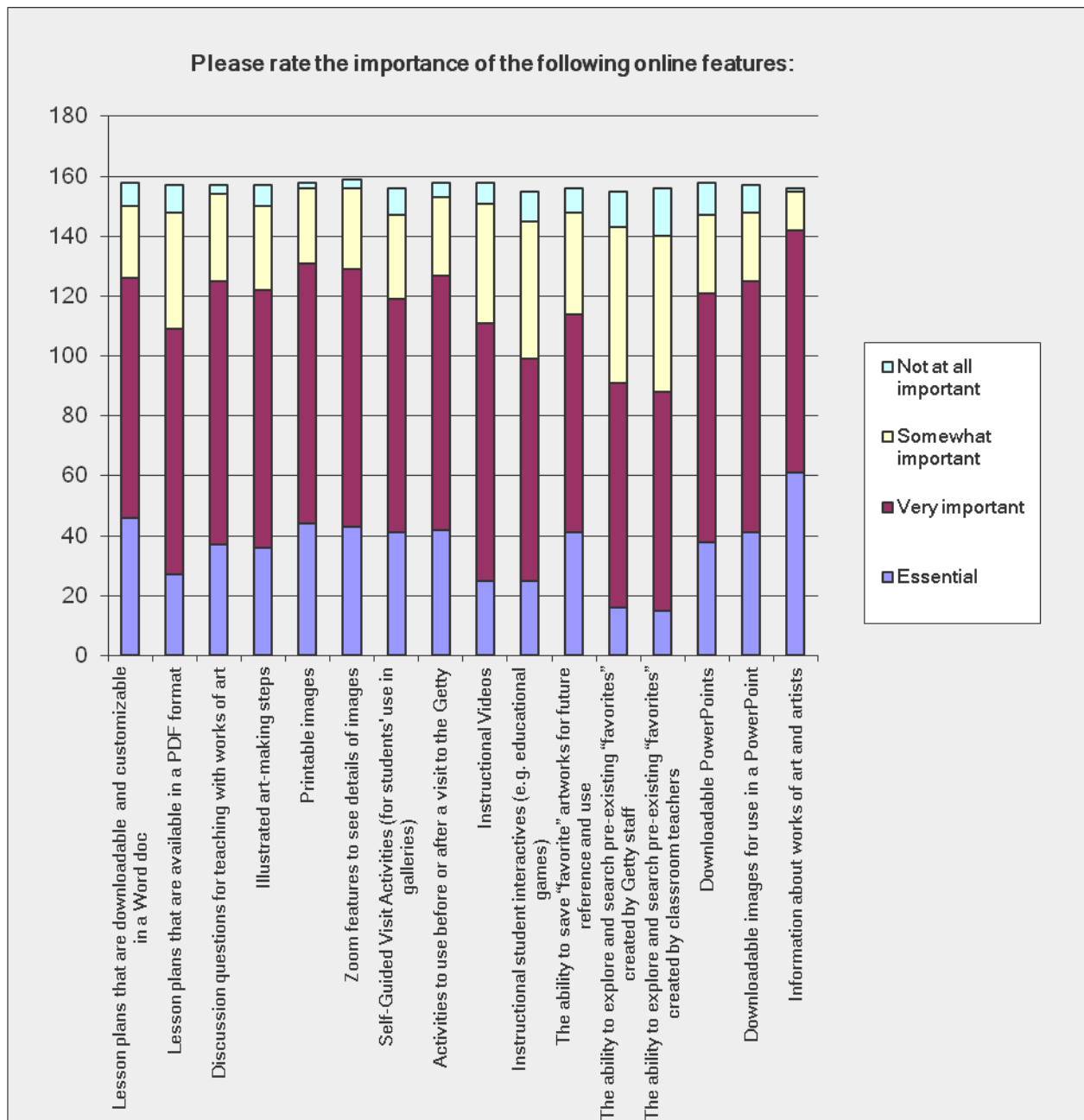
Figure 2.4. Rating Importance of Specific Online Features—High School Teachers



As indicated in Figure 2.4, high school teachers gave the following features the highest ratings—either very important or essential.

- 1) Information about works of art and artists (91.8%)
- 2) Downloadable images for use in a PowerPoint (88.2%)
- 3) Downloadable PowerPoints (78.2%)
- 4) Discussion questions for teaching with works of art (77.5%)
- 5) Self-guided visit activities (75.7%)
- 6) Zoom features to see details of images (74.6%)

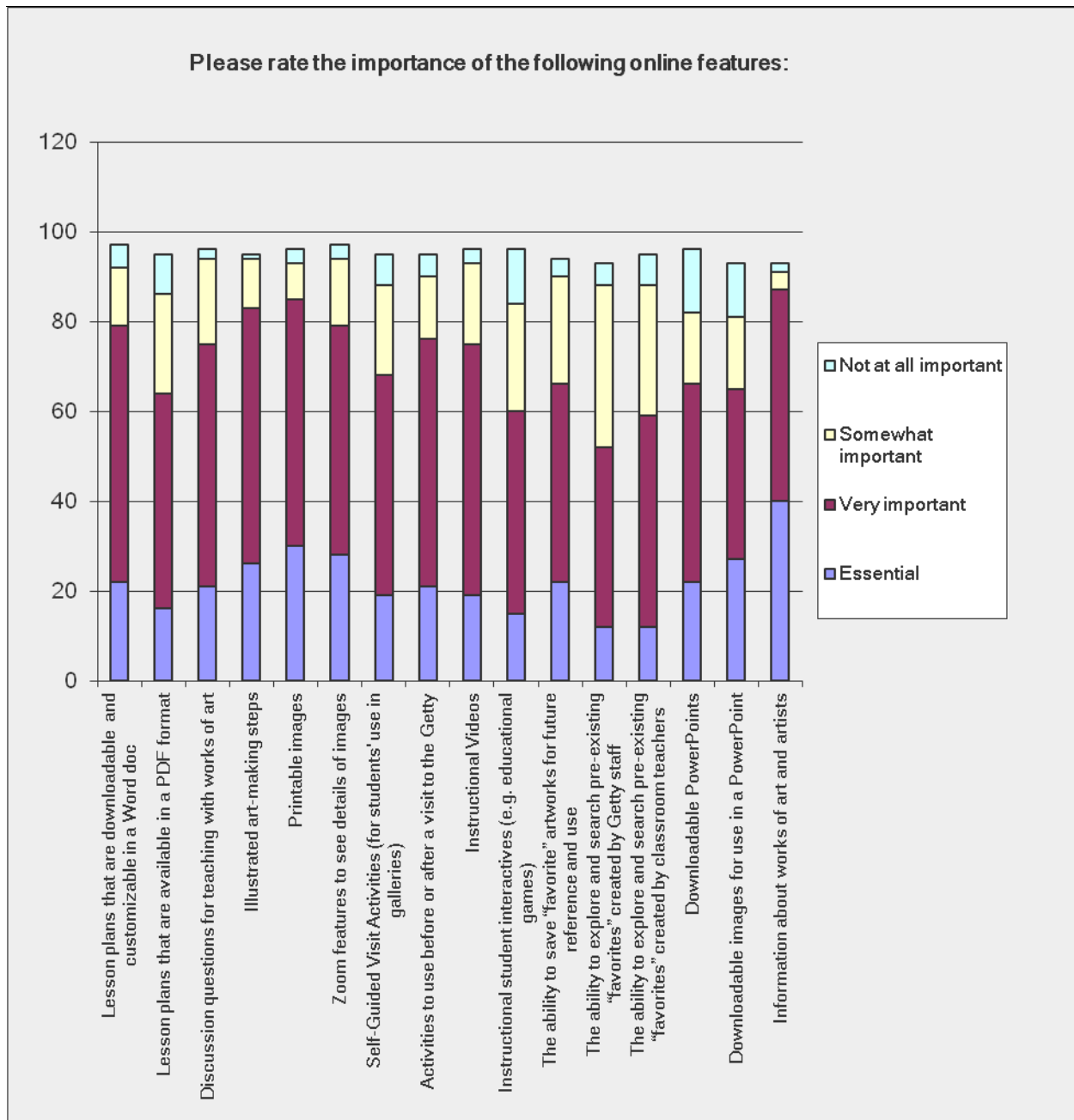
Figure 2.5. Rating Importance of Specific Online Features—4th–8th Grade Teachers



As indicated in Figure 2.5, 4th–8th grade teachers gave the following features the highest ratings—either very important or essential.

- 1) Information about works of art and artists (91.2%)
- 2) Printable images (82.9%)
- 3) Zoom features to see details of images (81.1%)
- 4) Discussion questions for teaching with works of art (79.7%)
- 5) Lesson plans that are downloadable and customizable in a Word doc (79.7%)
- 6) Downloadable images for use in a PowerPoint (79.6%)
- 7) Illustrated art-making steps (77.7%)

Figure 2.6. Rating Importance of Specific Online Features—Pre-K–3rd Grade Teachers



As indicated in Figure 2.6, Pre-K–3rd grade teachers gave the following features the highest ratings—either very important or essential.

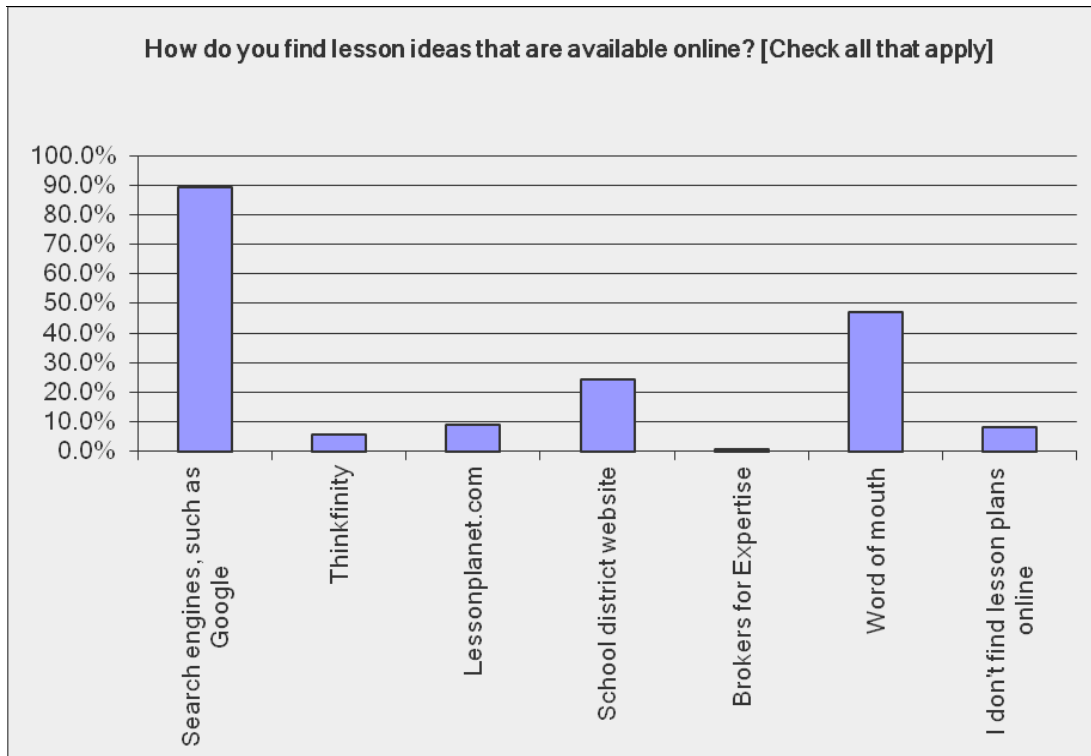
- 1) Information about works of art and artists (93.5%)
- 2) Printable images (88.6%)
- 3) Illustrated art-making steps (87.4%)
- 4) Zoom features to see details of images (81.5%)
- 5) Lesson plans that are downloadable and customizable in a Word doc (81.5%)
- 6) Activities to use before or after a visit to the Getty (80%)
- 7) Discussion questions for teaching with works of art (78.2%)

3. Teaching Art in the Classroom

Finding Lesson Plans

The majority of survey respondents (89.2%) find lesson plans by using search engines such as Google. Respondents also find lesson plans by word of mouth (47.2%) and through their school district's website (24.3%) (see Figure 3.1).

Figure 3.1. How Teachers Find Lessons Online

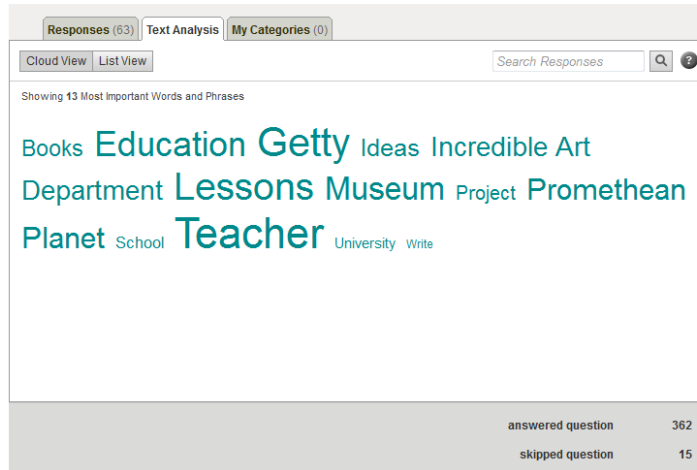


Additional data related to finding lesson plans include the following:

- When asked how often they use lesson plans they found through Internet searches, more teachers use lesson plans from Internet searches (44.7% at least once a month) than from print publications (36.7% at least once a month).
- The majority of teachers only use lesson plans from Internet searches (34.2%) and print publications (31.9%) at least four times a year.

Respondents were asked to specify other ways that they find lessons available online. The responses were incredibly varied. The most frequent words in the responses are captured in Survey Monkey's text analysis word cloud that follows (see Figure 3.2).

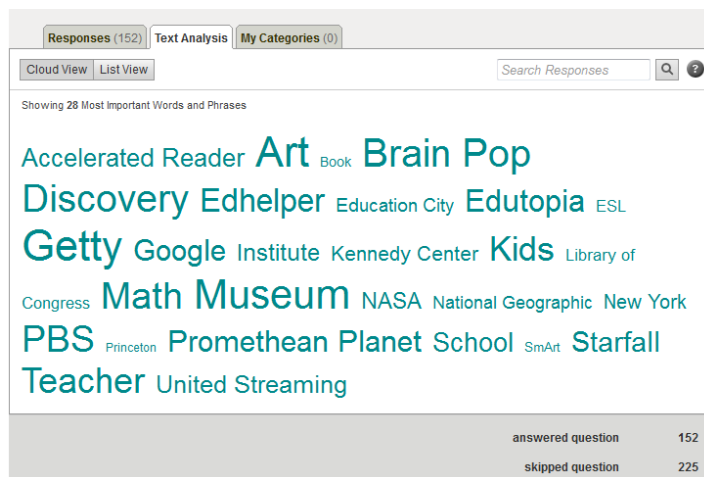
Figure 3.2. Text Analysis: Additional Ways Teachers Find Lessons Online



The specific sites most frequently mentioned were: the Getty website, Promethean Planet, and the Incredible Art Department. In looking at the responses that included the word “teacher,” several respondents mentioned that they use other teachers’ blogs.

Respondents were asked to identify specific online educational websites they use, and they responded with a wide array of websites. The most frequent words in the responses are captured in Survey Monkey’s text analysis word cloud below (see Figure 3.3). In looking at the responses that included the word “art,” a variety of websites were mentioned (e.g., Incredible Art Department, artcyclopedia.com). The responses that included the word “museum” revealed that teachers use a variety of museums’ websites.

Figure 3.3. Text Analysis: Educational Websites Used by Teachers



Important Characteristics When Deciding Whether an Arts-Related Lesson Is Taught

The highest-rated characteristics (deemed very important or essential) when deciding whether teachers will teach a particular arts-related lesson are (see Figure 3.4 on the following page):

- 1) Lesson is applicable to students' academic level. (95.7%)
- 2) Activities seem appealing to students. (92%)
- 3) Materials needed to teach the lesson are easily available. (90.1%)
- 4) You can easily incorporate the lesson into an already existing lesson plan. (81%)
- 5) Featured works of art seem appealing to students. (80.9%)

Note that a lesson's relevancy to standards was deemed very important or essential to 76.5% of respondents: 32.2% considered this characteristic very important, and 44.3% of respondents considered this essential. Although it was not rated in the top-five characteristics when grouping characteristics considered very important or essential, a lesson's relevancy to standards is essential to a significant number of respondents. Among those who consider a lesson's relevancy to standards important, more respondents rated this characteristic as essential relative to any other characteristic except for one—a lesson's applicability to students' academic level (49.4% consider this essential).

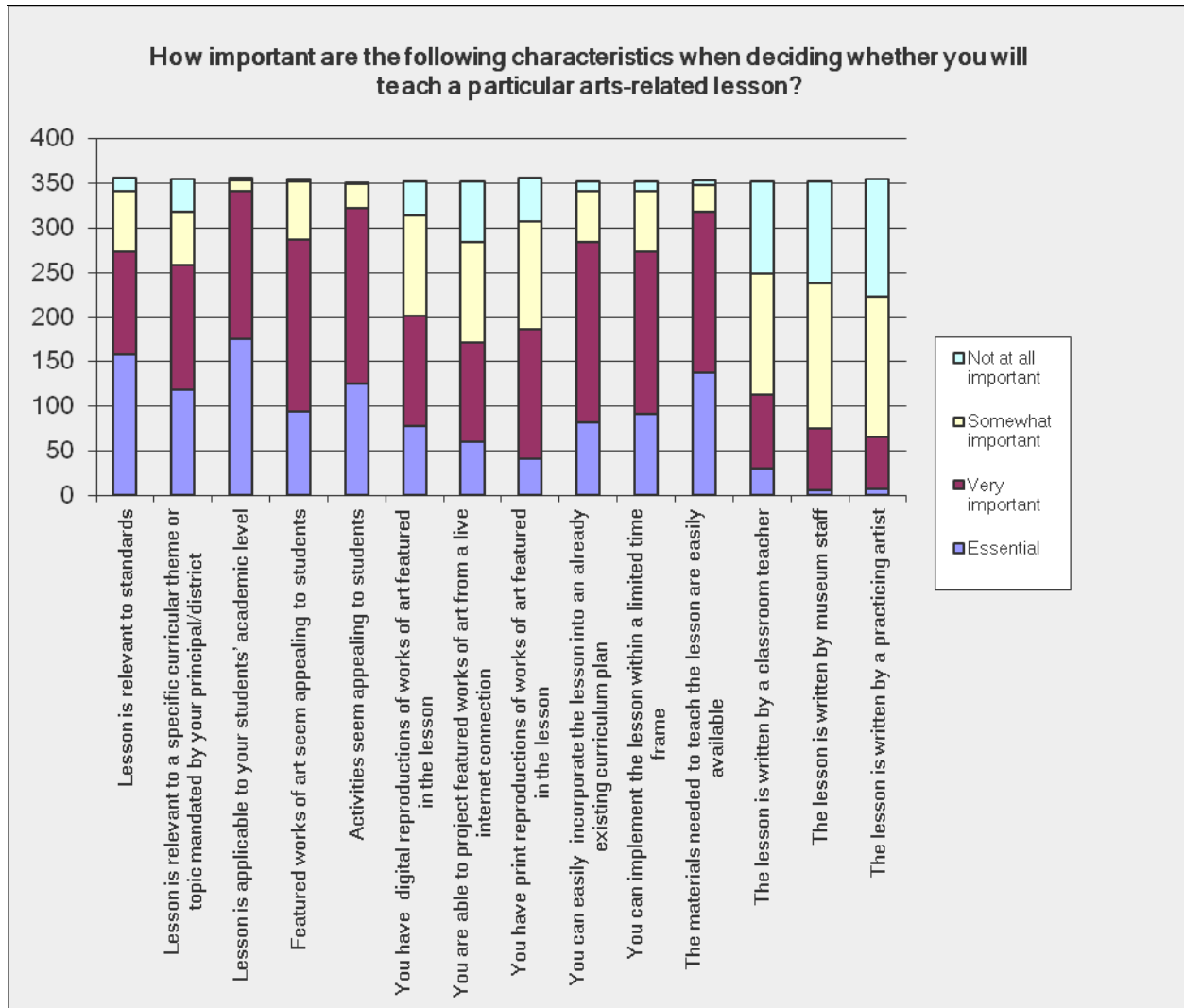
The lowest-rated characteristics (deemed not at all important) when deciding whether teachers will teach a particular arts-related lesson plan are (see Figure 3.4):

- 1) The lesson is written by a practicing artist. (37.2%)
- 2) The lesson is written by museum staff. (32.3%)
- 3) The lesson is written by a classroom teacher. (29.5%)
- 4) You are able to project featured works of art from a live Internet connection. (19%)

Additional findings:

- Although 29.5% of respondents considered the authorship of a lesson by a classroom teacher as not at all important, 32.3% considered this same characteristic very important or essential.
- Although 19% of respondents considered whether the ability to project featured works of art from a live Internet connection was not at all important, 48.8% considered this same characteristic very important or essential.
- Two characteristics were deemed essential by the majority of respondents when deciding whether teachers will teach a particular arts-related lesson plan. They are: 1) lesson is applicable to your students' academic level (49.4% considered this essential); and 2) lesson is relevant to standards (44.3% considered this essential).
- When filtering the results by grade band, Pre-K–3rd grade teachers deemed the relevance to standards more important (83.6% considered this very important or essential) than did high school teachers (65.37% considered this very important or essential).

Figure 3.4. Important Characteristics that Affect Teachers' Use of a Particular Arts-Related Lesson Plan



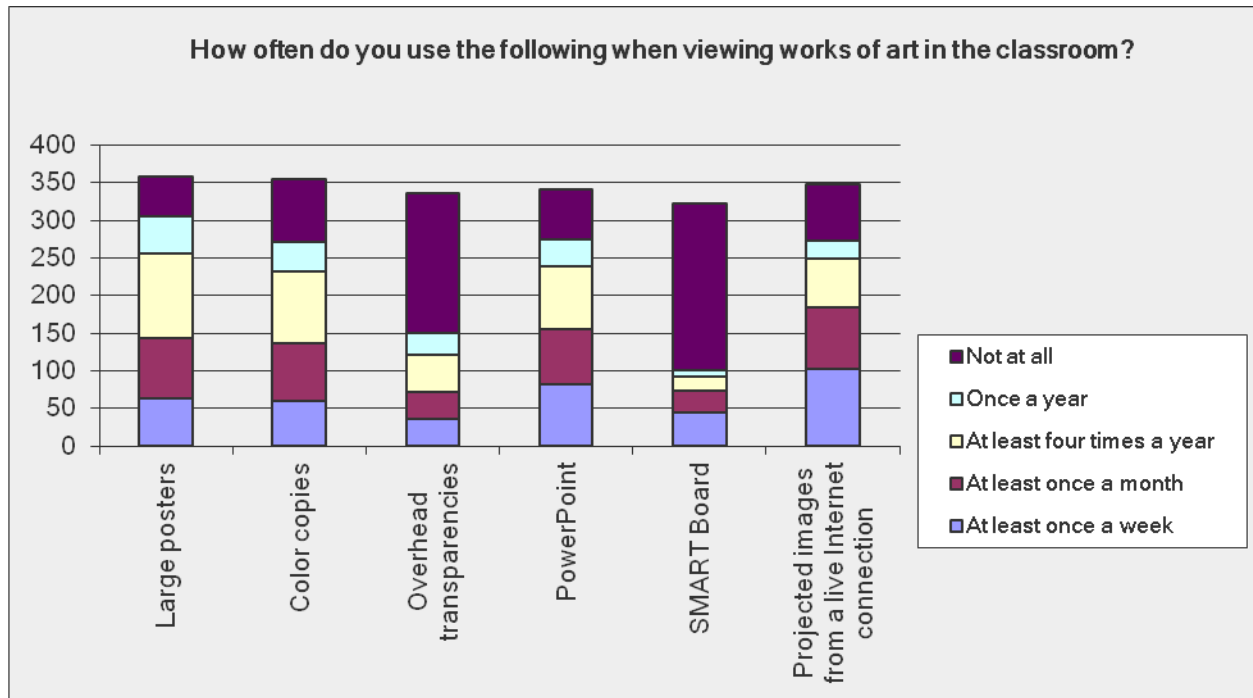
Viewing Works of Art

The most frequently used methods of viewing works of art in the classroom are as follows (see Figure 3.5 on the following page):

- 1) Project images from a live Internet connection—52.9% of survey respondents view works of art in this way at least once a month (29.3% once a week; 23.6% once a month).
- 2) PowerPoint—45.4% of respondents view works of art in this way at least once a month (17.4% once a week, 22.7% once a month).
- 3) Large posters—40.1% of respondents view works of art in this way at least once a month (17.4% once a week, 22.7% once a month).

The least-used method of viewing works of art is via the SMART Board, and the second least-used method is via overhead transparencies. 68.5% of survey respondents do not use the SMART Board to view works of art at all; and 55.4% do not use overhead transparencies to view works of art at all.

Figure 3.5. Frequency of Use of Types of Reproductions



Grade Level–Specific Results

- When filtering the results across grade levels, a significant amount of Pre-K–3rd grade teachers (27.8%) do not project images from a live Internet connection at all. Still, 49.5% of Pre-K–3rd grade teachers do view works of art in this way at least once a month.
- For Pre-K–3rd grade teachers, the second most frequent method of viewing works of art is color copies. 45.5% of Pre-K–3rd grade teachers use color copies to view works of art at least once a month, whereas 33.9% of high school teachers do not use color copies at all.
- When filtering the results for high school teachers, the results showed that PowerPoint was most frequently used to view works of art by high school teachers (59.9%).

4. Evaluation of Getty Lessons

Among the latest three biennial curriculum books produced by the Getty Museum—*Performing Arts in Art*, *Historical Witness*, *Social Messaging*, and *Art & Science*—the most-used curricular resource is *Art & Science* (69.7% of respondents have used or adapted it). 32.9% have used or adapted *Historical Witness*, *Social Messaging*, and 30.3% have used *Performing Arts in Art*.

Additional findings related to the use of Getty lessons include the following:

- When filtering for grade band, Pre-K–3rd grade teachers have used or adapted *Performing Arts in Art* more than have the other grade bands (35.6%), 4th–8th grade teachers have used *Art & Science* more than have other grade bands (79.2%); and high school teachers have used *Historical Witness, Social Messaging* more than have the other grade bands (42.1%).
- The majority of teachers (85.6%) have not attended a curriculum premiere for any of the curricula, indicating that the majority of survey respondents have used only the online versions.
- When asked to specify other Getty curricula they use, 35 teachers filled in the open-ended response. No single curriculum stood out as used more frequently than others. However, five respondents mentioned that they use the resources provided in Getty Museum programs, and three respondents mentioned that they were not aware of the Getty's online resources.

Suggestions for Improvement

In response to the open-ended question, "What suggestions do you have for improving lesson plans published by the Getty Museum?" 117 respondents wrote comments. Responses were grouped into 19 categories, as indicated in Table 4.1. Note that some of the responses are suitable for more than one category and, therefore, are counted more than once.

Table 4.1. What suggestions do you have for improving lesson plans published by the Getty Museum?	
Category	Number of related responses
Request for more resources for a particular grade or subject. The most requested was art-specific lessons (9 related responses).	33
Comment demonstrated a lack of awareness of Getty lessons (e.g., unaware that what they want already exists).	20
No suggestions/satisfied	20
Comment related to practical applications of lessons (e.g., involve teachers in development, demonstrate awareness of large class size, include low-cost materials, connect directly to textbooks)	15
Did not comment on online resources but instead provided feedback about our teacher programs, guided visits, and staff	10
Have not used resources	9
Comment related to format, demonstrating a preference for shorter, quicker lessons or breaking down lessons into shorter time segments	6
Demonstrated need for access to reproductions, including posters, more digital images, and 8 ½ x 11 inch copies	6
Enhance student engagement, for example, by providing content meaningful to students' lives today	5
Issues with navigation and search/sort functionality, including requests to search by standards	3
Tie to standards (Note: Since all classroom lessons tie to standards, these respondents may be referring to other resources or they are unaware of standards connections)	3
Format of delivery (e.g., request for both print and digital resources, including PowerPoints)	3
Include more examples of student work	2
<i>Other (did not fall into any other category)</i>	5

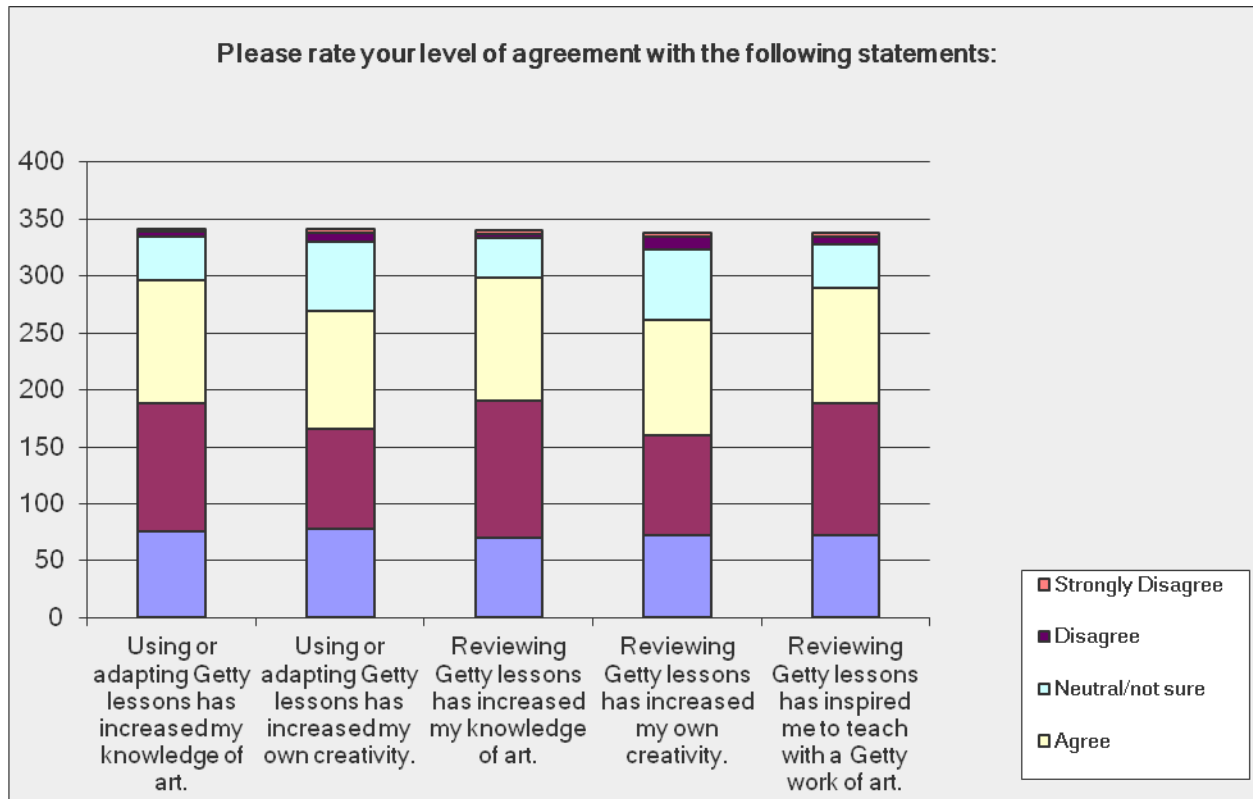
5. Impact and Use of Getty Resources

The Impact of Getty Lessons on Teachers' Creativity and Knowledge of Art

Getty lessons have positively impacted the majority of teachers' knowledge of art and levels of creativity, whether or not they were using or adapting the lessons or if they were simply reviewing them (see Figure 5.1). The majority of survey respondents agree or strongly agree with the following statements:

- Using/adapting Getty lessons has increased my knowledge of art. (64.3% agree or strongly agree)
- Using/adapting Getty lessons has increased my own creativity. (56.3% agree or strongly agree)
- Reviewing Getty lessons has increased my knowledge of art. (67.1% agree or strongly agree)
- Reviewing Getty lessons has increased my own creativity. (55.9% agree or strongly agree)
- Reviewing Getty lessons has inspired me to teach with a Getty work of art. (64.2% agree or strongly agree)

Figure 5.1. Impact of Getty Lessons on Teachers' Knowledge and Creativity



For each of the statements in Figure 5.1, between 20–22% of survey respondents stated that the statement did not apply to them. Therefore, if we filtered out these responses and recalculated the percentages, based on those who actually have used, adapted, or reviewed Getty lessons, then the percentage of teachers whose knowledge of art and levels of creativity had increased as a result of Getty lessons would be significantly higher than the above percentages.

Grade Level–Specific Findings

When viewing results by grade band, high school teachers' knowledge of art and creativity were impacted less than the other grade bands, except for the final bullet point below. The following percentages are the findings for high school teachers only.

- Using/adapting Getty lessons has increased my knowledge of art. (57.7% agree or strongly agree)
- Using/adapting Getty lessons has increased my own creativity. (47.4% agree or strongly agree)
- Reviewing Getty lessons has increased my knowledge of art. (64.3% agree or strongly agree)
- Reviewing Getty lessons has increased my own creativity. (48.7% agree or strongly agree)
- Reviewing Getty lessons has inspired me to teach with a Getty work of art. (64.9% agree or strongly agree)

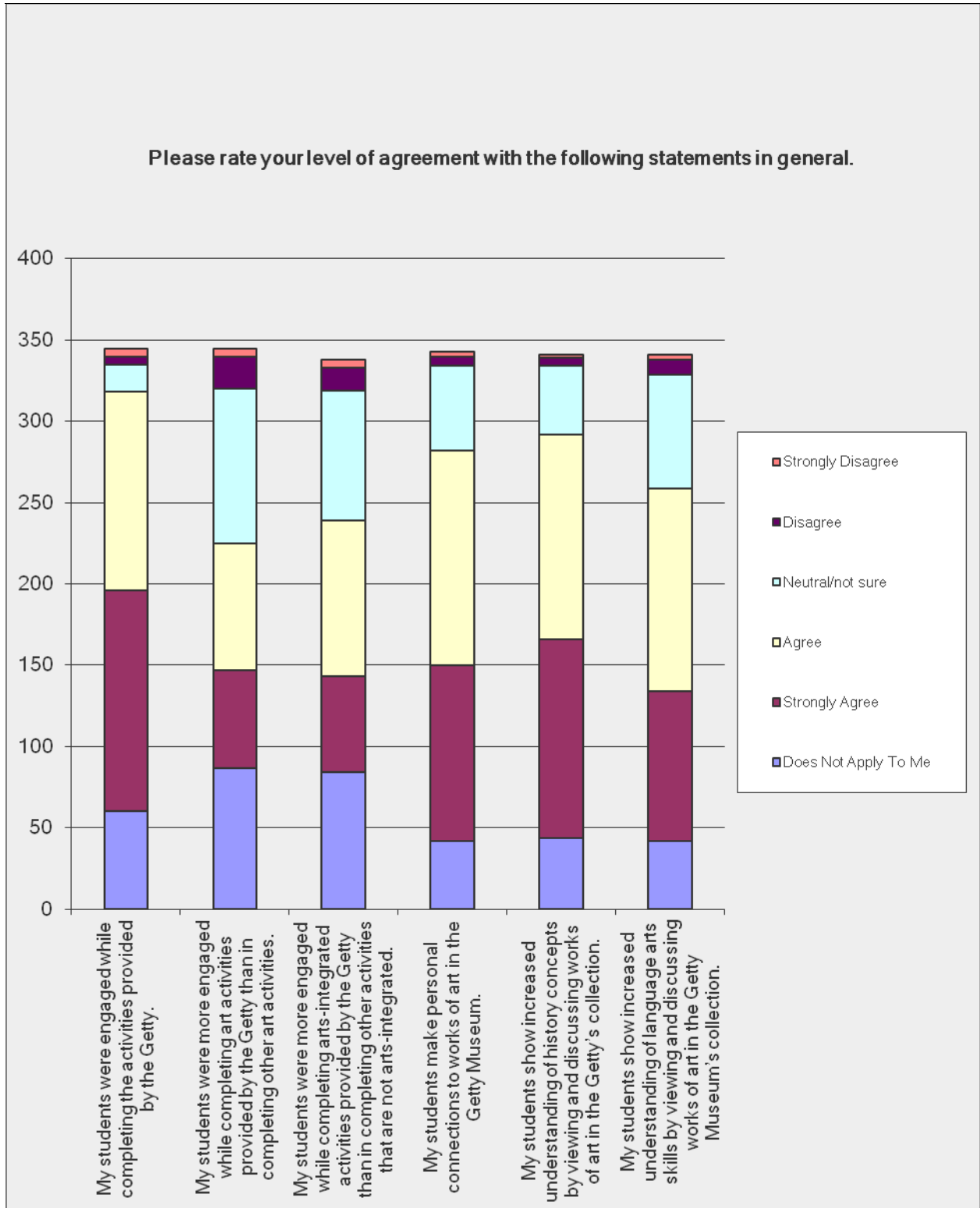
The Impact that Teachers Perceive the Getty Lessons Have on Their Students

Findings show that teachers perceive their students to be positively impacted by Getty activities (see Figure 5.2 on the following page).

The majority of survey respondents agree or strongly agree with the following statements (listed in order of most impactful):

- My students were engaged while completing the activities provided by the Getty. (74.8% agree or strongly agree)
- My students show increased understanding of history concepts by viewing works of art in the Getty's collection. (72.8% agree or strongly agree)
- My students make personal connections to works of art. (70% agree or strongly agree)
- My students show increased understanding of language arts skills by viewing and discussing works of art in the Getty Museum's collection. (63.7% agree or strongly agree)
- My students were more engaged while completing arts-integrated art activities provided by the Getty than in completing other activities that are not arts-integrated. (45.9% agree or strongly agree)
- My students were more engaged while completing art activities provided by the Getty than in completing other art activities. (40% agree or strongly agree)

Figure 5.2. Impact of Getty Lessons on Student Learning and Engagement



For each of the statements in Figures 5.2, between 12–25% of survey respondents stated that the statement did not apply to them. Therefore, if we filtered out these responses and recalculated the percentages based on those for whom these statements do apply, then the percentage of students that teachers perceive are positively impacted would be significantly higher than the above percentages.

In addition to rating the impact Getty resources have on the specific characteristics mentioned, teachers were also given the opportunity to write an open-ended response (see Table 5.3).

Table 5.3. Teachers’ Responses to “Other (please specify)” in Regards to Characteristics of Student Impact	
Category	Number of related responses
Greater student understanding of content taught	4
Students value museum experience	4
N/A (does not use content but was not aware of the resources)	4
Teacher inspired to create their own curricula and activities based on Getty works of art	3
Increased art appreciation/awareness among students	3
Increased student engagement/motivation	3
<i>Other (did not fall into any other category)</i>	4

Respondents were also asked to respond to the open-ended question, “Please explain how, if at all, the Getty Museum’s teacher resources have enhanced your students’ learning experiences.” We received 139 responses, falling within twelve categories, as summarized in Table 5.4.

Table 5.4. Please explain how, if at all, the Getty Museum’s teacher resources have enhanced your students’ learning experiences.	
Category	Number of related responses
Experience at the Getty Museum was enhanced	32
Made connections between art and other disciplines	19
Demonstrated engagement with the topic being taught	12
Demonstrated an increased understanding of the concepts taught	11
Received increased exposure/awareness to art and different cultures	10
Learning was enhanced because teachers’ ability to teach was enhanced	10
Increased ability to view/discuss art	9
Made tangible connections to concepts taught through works of art	8
Connected to their own experiences	8
N/A: Respondents have not used the resources	6
Helped in the production of art	4
<i>Other (did not fall into any other category)</i>	46

The data in Tables 5.3 and 5.4 reveal that teacher resources impact student learning in both the classroom and at the Getty Museum in a variety of positive ways. The most pronounced impact on student learning is in students' experience of and appreciation for the Museum. The Getty's teacher resources also help students make connections between art and other disciplines, demonstrating that the arts-integrated strategies in the resources are effective.

Grade Level–Specific Findings

When filtering for grade band, only a few statements showed considerable variation (showing a 5% difference). Fewer high school teachers perceive their students to be engaged in Getty activities relative to other grade bands; and more 4th–8th grade teachers perceive their students to be engaged in Getty activities relative to other grade bands, as indicated below.

- 65% of high school teachers (vs. 74.8% of all respondents) agree or strongly agree that their students were engaged while completing the activities provided by the Getty.
- 33.9% of high school teachers (vs. 40% of all respondents) agree or strongly agree that their students were more engaged while completing art activities provided by the Getty than in completing other art activities.
- 37.7% of high school teachers (vs. 45.9% of all respondents) agree or strongly agree that their students were more engaged while completing arts-integrated Getty activities than in completing other activities that are not arts-integrated.
- 81.2% of 4th–8th grade teachers (vs. 74.8% of all respondents) agree or strongly agree that their students were engaged while completing activities provided by the Getty.
- Fewer Pre-K–3rd grade teachers indicated that their students showed increased understanding of history concepts with, or made personal connections to, Getty artworks. 62.6% of Pre-K–3rd grade teachers (vs. 72.8% of all respondents) agree or strongly agree that their students show increased understanding of history concepts, and 63.6% of Pre-K–3rd grade teachers (vs. 70% of all respondents) agree or strongly agree that their students make personal connections to works of art in the Getty Museum.

Conclusions and Recommendations

General Conclusions

The majority of survey respondents are satisfied with the resources the Getty Museum provides to teachers (92.6% are satisfied or very satisfied). More than 70% of teachers believe that their students demonstrate engagement with the content being taught, make connections to other disciplines, and make personal connections to works of art due to the use of Getty resources. Moreover, 40% of respondents agree or strongly agree with the statement: "My students were more engaged while completing art activities provided by the Getty than in completing other art activities." Although 40% is not a majority, it is nonetheless a significant number.

In general, teachers are satisfied with the content we provide for them; they just want more, and they want the content to be downloadable, customizable, targeted to their needs, and easily findable.

General Recommendations

While it is impossible to ensure that we meet the needs of teachers across every subject and grade level, the following enhancements should be considered if we are to achieve greater impact among our current teacher audiences.

Functionality

- Enhance search functionality and improve site navigation to help teachers find what they need more efficiently.
- Make more accessible a variety of ways to access and view images, including downloadable PowerPoints, images for use in PowerPoints, and zoom features. Reproductions in all Image Bank pages should be enlarged to fill an 8½ x 11 page so that they can be easily copied.

Content

- Increase background information (e.g., about artists, time periods, genres) written specifically for teachers, and include a way for this information to be easily sortable and findable.
- Develop new content in areas where there is greater need, especially for Pre-K–3rd grade and high school teachers who are less satisfied with our resources than are teachers of other grade levels.

Consideration should be given to topics requested in open-response fields, including lessons focused on fine art and lessons that integrate art with literature, science, and world and U.S. history. Since we already have a significant amount of high school lessons, in particular, we should discuss with a Teacher Advisory Committee why high school teachers are less satisfied and which lessons teachers feel would engage their students more than others.

- Improve lesson plan offerings. Although survey respondents consider background information and access to images more essential than lesson plans, they still find lesson plans that are downloadable and customizable more important than resources that have more of a technical “wow factor” (e.g., instructional student interactives and videos). To this end, the following improvements to lessons should be considered:
 - Develop a format for lessons that is shorter and could be more easily integrated across curricula.
 - Use more downloadable, customizable Word (or RTF) documents than PDFs.
 - Since the most popular biennial curriculum resource is *Art & Science*, consider other topics in which we might be able to fill a need, such as lessons that integrate math.

- Although Getty lessons have positively impacted many teachers' creativity (56.3% agree) and knowledge of art (64.3% agree), we should consider ways to achieve greater impact in these areas, given the teacher impact statement we created in 2011 (see [Introduction](#)). We should also come to a consensus about what the benchmark percentages should be.

Formats

- Consider targeting particular formats for particular grade bands based on how often teachers use them (e.g., PowerPoints for high school teachers; illustrated art-making activities for Pre-K–3rd grade teachers).
- Although the majority of teachers are not currently using iPads or smartphones in their classrooms, the use of such devices are trending up. Consideration should be given to developing resources, such as videos, that can be displayed across platforms.
- Given the popularity of our teacher programs and school visits, ideas for ways to translate the richness of in-person experiences to virtual experiences (e.g., webinars, virtual tours) should be explored, especially for those who are not able to come to either Getty location.

Marketing

Several respondents demonstrated a lack of awareness of our online resources even though they had received the survey through our promotional tools or had taken advantage of our onsite offerings. Strategies to increase awareness of our teacher offerings should be developed, including reaching out to social media “influencers” (e.g., teachers with popular blogs).

Other

Make apparent the contributions of teacher advisors in the development of biennial curricula and consider involving classroom teachers in the development of other teacher resources to address concerns about practical applications (e.g., requests to involve teachers in development, concerns that lessons do not take into account large class sizes, preferences for lessons with more low-cost materials, and suggestions to directly connect to textbooks).

Next Steps

- Review survey findings with Toby Tannenbaum, the Web Group, and a Teacher Advisory Committee.
- Develop a strategic plan for the development of teacher resources over the next five years that prioritizes recommendations outlined in this report alongside departmental and institutional priorities and projections for how teachers will utilize web technologies in the future.

SELECTED QUOTES

On Teacher Offerings in General

A +++++++

The Getty Museum really supports teachers and values them as professionals.

The resources have been a wonderful addition to my classroom. I have gotten so much that has enhanced my teaching experience and really enriched my own life. I have met many wonderful teachers and have enjoyed the networking aspect of these workshops, as well. I really, really appreciate the wonderful education staff at the Getty and hope that they are appreciated by the Getty for all that they do.

Just keep up the fabulous work, you super stars. I don't know you personally, but my students talk about the Getty Education staff as their dear friends...

It is the best West Coast resource/museum for teaching.

I work with high-ability but economically underserved and underprivileged students. Your programs and activities provide my students with the same high-quality education their more economically advantaged peers enjoy in better-funded districts and affluent areas. Thanks to you, I feel we are able to make HUGE strides in educational equality.

The resources open up a whole new realm of connections that can be made to the content. It improves their understanding, their creativity, and their vocabulary. It connects them to the past as well as the present because art is always relevant. It connects them to each other as they experience each other's creativity and become more open and tolerant to each other. It builds their confidence to see what they can create and share with their classmates.

I appreciate the lengths the Getty goes to in assisting learning through art for my students. I wish my school district had the same agenda and would allow me to use Getty resources more consistently and effectively.

On Online Resources

The Getty Museum's website is the best museum website, hands down. It's accessible; the lesson plans are teacher and student friendly; and everything is designed with teachers and students in mind.

Because the Getty Museum's teacher resources are so well written, I have confidence in my understanding of the project before I present it to the students. My confidence increases the students' understanding, which improves the students' learning experience. Resources that I have

attempted to use from other museum sites are written as graduate-level papers, which is too in-depth for me. When I've attempted to use these materials, I've come across as unsure and halting, which discourages the students. I have never had this experience with getty.edu materials.

The Getty provides resources that make it possible to lead a self-guided visit with students.

When searching I would like to be able to find anything I'm looking for or anything related to the work of art or topic without having to know the exact art piece or artist...that frustrates me sometimes and limits my search.

I am usually pretty good at finding resources but found myself frustrated and getting lost in the Getty education site.

My students' learning experiences have been enhanced by the intentional interdisciplinary nature of the Getty lessons, by the quality of the items used in the resources, and by the knowledge that the Getty exists at all.

To teach art history in an elementary classroom can seem like an impossible task if you don't know how to translate it into something accessible. The Getty teacher resources have taught me how to do just that. Now Getty art lessons are one of my favorite things to teach—and definitely one of their [the students'] favorite things to learn.

Getty's educators understand California Academic Standards K–6 and create lessons that help teachers meet them in and out of the classroom. The lessons utilize different learning modalities, making it easier to meet the varied needs of a heterogeneous classroom setting.

On Programs and Staff

Every workshop I have ever attended at the Getty has been amazing! I leave with a wealth of resources and knowledge. The teachers are very impressive!

The Getty has by far the BEST teacher workshops and resources. The knowledge of the presenters, the way that most things are available online, and the ability to use the images have been incredibly empowering.

The PDs [professional development workshops] I've attended have also given me different ways to engage my students that I can use across the curriculum in order to increase creativity and critical thinking.

The Getty is an amazing resource for teachers and anyone who has an interest in art. The people who work at the Getty are among the friendliest and most knowledgeable I know. I am from the UK, and we have so many wonderful galleries and museums, but the people there are not nearly as helpful as the people at the Getty. Maybe it is the sunshine that helps create a more sunny nature!