



## View xForm - Human Subjects Review Protocol

Please use this Human Subjects Review Protocol form when submitting to the IUP IRB.

New protocol data entry

- Submitted 2/25/2018 9:20:33 AM ET by [REDACTED]

### Project Information

#### Saving Instructions

**Each time you click 'Next' or 'Previous' your work is saved. You may click 'Save for Later' to save where you are and leave the form. Finally, if you jump to another page, using the dropdown at the top of the form, your work on each page will be saved. You will not be able to 'Check and Submit' form until all required fields are entered.**

#### Submitter

[REDACTED]

Email: [REDACTED]@iup.edu

#### Project Title

A CASE STUDY OF A HIGH PERFORMING SUBURBAN SCHOOL DISTRICT'S IMPLEMENTATION OF A KINDERGARTEN THROUGH GRADE TWELVE VISUAL ARTS PROGRAM

#### Project Type

Dissertation Research

*\*ALL STUDENT PROJECTS MUST BE ACCOMPANIED BY A HUMAN SUBJECTS CITI TRAINING COMPLETION REPORT. PROTOCOLS FROM STUDENTS WILL NOT BE APPROVED UNTIL THIS ITEM IS RECEIVED*

#### Please enter the email address of the Principal Investigator.

[REDACTED]

Email: [REDACTED]@iup.edu

*You must enter your official university email address (for example: jdoe@iup.edu or wxyz@iup.edu) Do NOT enter an alias email address (for example Jane.Doe@iup.edu)*

#### Department

Professional Studies in Education-Administration and Leadership Studies

Please enter the email address of your faculty advisor.

Entered: 02/20/18 By: [REDACTED] Internal: No

[REDACTED]

[REDACTED]  
Email: [REDACTED]@iup.edu

*You must enter your faculty advisor's official university email address (for example: jdoe@iup.edu or wxyz@iup.edu) Do NOT enter an alias email address (for example Jane.Doe@iup.edu). If you receive a message that the contact is not found, please ask your faculty advisor to login to IRBManager at least once and that will resolve the issue.*

Please add contact and then enter the email address for each Co-Investigator

*No answer provided.*

*You must enter the co-investigator's official university email address (for example: jdoe@iup.edu or wxyz@iup.edu). Do NOT enter an alias email address (for example Jane.Doe@iup.edu) **If the Co-investigator is not found and is a member of the IUP community**, please ask them to login into IRBManager at least once and that will allow you to complete this section. Otherwise click [here](#) to add non-IUP individuals to the system.*

Will students be added at a later date.

No

Estimated project start date

2/14/2018

*The project cannot start before IRB approval*

Estimated project end date

6/29/2018

*This date cannot be longer than a year from the start date. If you plan your project to go beyond one year you will need to submit a request for continuing review at the appropriate time.*

**Funding Information**

### Project Funding Source

Non-funded research

*Please check all that apply*

### Combined Funding Source

Non-funded research

### Project Description

#### Purpose of the study

The purpose of this qualitative study is to investigate the perceptions, roles, practices, and characteristics of educators in a high-performing suburban school district as they implement a kindergarten through grade twelve visual arts program. In addition, this study intends to understand how this is accomplished in an era of summative assessments and accountability.

*In a few sentences, describe the purpose of the study. This section need not be elaborate, but does need to clearly indicate the purpose of the study in a way that is clear to persons not familiar with the project.*

## Background of the study

Leading authors of the 21st century advocate for an education that enables students to cross over into multiple disciplines by fostering critical thinking, reasoning, abstract analytical skills, imagination and creativity. The study of the visual arts is deemed as a highly cognitive process that cultivates creative, imaginative, and problem-solving skills (Gardner, 1982; Gardner, 1990; Eisner, 2000; Eisner, 2002). Although the current educational policies that strive to close the achievement gap and establish equity in education are necessary, critics are concerned that the existing format of summative assessments do not sufficiently assess the abilities that matter most in today's economy (Wagner, 2012).

A case study design will be used to investigate the perceptions, roles, practices, and characteristics of educators in a high-performing suburban school district as they implement a kindergarten through grade twelve visual arts program in a standards-based environment. Daniel Pink's (2005) development of right-brain thinking to thrive in the Conceptual Age will be used as the conceptual framework.

### References

Eisner, E. (2002). *The arts and the creation of mind*. New Haven, CT: Yale University.

Gardner, H. (1982). *Art mind and Brain: A cognitive approach to creativity*. New York, NY: Basic Books.

Gardner, H. (1990). *Art education and human development*. Los Angeles, CA: Getty.

*Learning and the Arts: Crossing Boundaries* (A. Spitz & Associates, Inc., Comp.). (2000). Chicago, IL: Author.

Pink, D. (2005). *A whole new mind: Why right-brainers will rule the future*. New York, NY: Riverhead Books.

Wagner, T. (2012). *Creating innovators: The making of young people who will change the world*. New York, NY: Scribner.

*This section should provide the reader with the administrative and/or scholarly context from which the project emerges. The section should contain enough information to provide Board members with no expertise in your discipline an understanding of how/why the use of human participants is warranted. This can often (but not always) be accomplished in one single spaced typed page or less. It is important to provide relevant citations and complete references so that the Board can conduct any necessary review of these foundations.*

**What method(s) or design feature(s) do you plan to use in this study? Please choose all that apply**

Archival data  
Audiorecording  
Coding  
Coursework comparison  
Interviews  
Observation  
Secondary Data

*This information is used only for internal record keeping and quick identification. Simply mark those methods/design features you currently plan to use.*

**Subject Population**

**Age Range**

The participants of this study will be between the ages of 21 and 65. No minors of the age 17 or under will be included in the study.

*State the anticipated age range. If it is your intention to exclude minors (those 17 and under), please say so explicitly.*

**Gender**

All

**Inclusion Criteria**

The participants of this study will include the superintendent, assistant superintendent, curriculum director, building principals, and visual arts teachers kindergarten through grade twelve of the school district in this study.

**Exclusion Criteria**

Students and/or parents of the school district in this study will be excluded.

**Protected population and sensitive subjects: Indicate if any Human Subjects from the following list will be involved in the proposed activity:**

*No answer provided.*

**Vulnerable Subjects**

None

*If it is your intention to use vulnerable subjects, justify the importance of their use. Here and throughout the protocol discuss how their vulnerability will be matched with appropriate safeguards. The IRB web page discusses vulnerable subjects in more detail.]*

**Methods and Procedures**

**Methods and Procedures**

*This is arguably the most important section of the protocol. You should complete this section in such a way that all of the research procedures are clear. Do not assume that any parts of the procedure can be inferred, and compose this section as though you were writing instructions that someone else could follow to conduct the project.*

## Method of Subject Selection

The research subjects were identified for this study because of their high school's national recognition as a high-performing school for the 2016 school year. Their recognition was a result of their high-performance on state assessments or nationally-normed tests. In addition, the high school's Pennsylvania School Performance Profile (SPP) scores averaged in the top ten percent for the 2013-2014 through 2016-2017 school years.

Furthermore, statewide and regionally, the district ranked in the top 10 school districts in Pennsylvania according to local media publications. These rankings were determined by averaging three years of state standardized test scores.

Moreover, the research subjects were identified for this study because of their commitment to provide a quality kindergarten through grade twelve visual arts program. Beginning in the fall of 2017, the district forged a partnership with a local arts collaborative organization. Lastly, the district's arts curriculum is aligned to the Pennsylvania Arts and Humanities Academic Standards. Artistic skills and concepts are introduced at the elementary levels. Courses in the visual arts are offered at both the middle school and high school levels.

The research subjects were chosen based on the above criteria and are not related to the researcher by employment or otherwise. The research subjects were recruited and invited to participate in this study by the researcher initially contacting the district's assistant superintendent to discuss the study and request approval to interview district employees. The researcher emailed the assistant superintendent with an attached letter explaining the purpose of the study and a request for a site letter granting permission to conduct the study at the research site.

Upon receiving IRB approval to conduct the study, the researcher will correspond with the assistant superintendent requesting the names and contact information for the superintendent, curriculum director, building principals and visual arts teachers from each building level (kindergarten through grade five, grade six through grade eight, and grade nine through grade twelve). The researcher will then send an email with an attached invitation letter to each participant explaining the purpose of the study and a voluntary

*Provide complete information about how research subjects will be identified, recruited, invited to participate, etc. Indicate approximately how many research subjects you will contact and how many you will actually use in your research. Your description of recruitment and selection must include any letters, announcements, advertisements, or other related materials. Any materials used in any selection/recruitment context should be included in the "Attachments" section below. Please see the IRB website for more information regarding how to protect the privacy, dignity, and welfare of potential subjects.*

consent form. The voluntary consent form will explain participation in the study is strictly voluntary and each participant reserves the right to withdraw from participating in the study at any time.

The researcher will seek the assistance of the assistant superintendent to schedule interview dates, times and locations for the in-depth interviews with the superintendent, assistant superintendent, curriculum director, and respective buildings level principals and visual arts teachers.

I will contact and invite up to thirteen research subjects for this study. The invited research subjects may consist of: one superintendent, one assistant superintendent, one curriculum director, three elementary principals, one middle school principal, one high school principal, three elementary visual arts teachers, one middle school visual arts teacher, and one high school visual arts teacher.

### Study Site

The study will be conducted in multiple locations within the school district. One-on-one in-depth interviews will be conducted at each principal's and teachers' respective building. The superintendent, assistant superintendent, and curriculum coordinator one-on-one in-depth interviews will be conducted in the district's central offices.

The site approval letter is included with the protocol and is included as one of the attachments.

*Indicate where the study will be conducted. For sites other than IUP (and sometimes for various offices on the IUP campus), investigators must provide a site approval letter from the outside site. The site approval letter needs to come on the site's own letterhead (i.e., not a plain piece of paper or IUP letterhead for outside sites), contain language that indicates the site understands the nature of the research in question and what their involvement will entail, and be signed by a person from the site with the authority to provide such approval. If the site approval letter is included with the protocol, note this fact in this section, indicate it as one of the "Attachments" (later in this document), and append it to the protocol. If the site approval will arrive under separate cover, state that here.*

## Methods and Procedures Applied to Human Subjects

Prior to participating in the in-depth interview, each participant will be required to agree to the terms detailed in the voluntary consent form as indicated by their signature.

Before the start of the in-depth interview, the subject will be asked to state their current role and length of service in the district. They will also be asked to provide an overview of their professional background. This would include description of their degrees, professional certifications, current and past professional positions, and total years of service in education.

The researcher will then transition to the in-depth interview. During the in-depth interview, the researcher will follow an interview protocol. Subjects will be asked to respond to interview questions.

Upon the transcription of the interview by the researcher, the transcribed interview will be sent to the subject to member check. The researcher will utilize member checking by providing participants a summary of the themes and interpretations to confirm the accuracy and completeness of the data obtained during the interview process. Through member checking, the researcher will ask the subjects to check the accuracy of the account. The subjects will review the account to determine if themes and interpretations are accurate and represented fairly (Creswell, 2012). The subjects will be provided the researcher's written analysis of the interpretations, themes and conclusions of the interviews. The subjects will be encouraged to provide input on the analysis regarding accuracy and omitted data from the interview. Upon completion of the member check, the researcher will send each participant an email thanking them for their participation in the study.

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA: Pearson Education.

*Describe exactly what will happen with the subjects from the time of their first contact until the time of their last contact. What will participants actually do while participating in the project?*

## Risks/Benefits



### Potential Risks

The potential for risk for the subjects of this study is within the federal definition of "minimal risk."

*Describe the level of risk of the study to the participants, investigators, and any other group that might be impacted. You should compare the level of risk in your study and the federal definition of "minimal risk". "Minimal risk" is defined in 45 CFR46.1029(i) as "the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests." Visit the IRB website for more detail on this topic.*

### Protection Against Risks

Prior to participating in the in-depth interview, each subject will be required to agree to the terms detailed in the voluntary consent form as indicated by their signature. Participation in the study is strictly voluntary. Each subject reserves the right to withdraw from participating in the study at any time.

*Discuss in detail how the investigators will provide safeguards against the identified risks.*

During the in-depth interviews, the researcher will follow an interview protocol to ensure consistency throughout the research process. The researcher will transcribe each interview. Audio recordings and transcripts of the interviews will be kept highly confidential by securing them on a locked device and in a locked filing cabinet in the researcher's home.

### Potential Benefits

It is hoped that the results of this study will serve as strategic, tactical, and operational blueprint for school districts that aspire to implement a quality visual arts program while achieving academic success as measured by state performance criteria. Moreover, universities with art education, curriculum and instruction, and educational leadership studies programs could garner information to instruct educators at all levels of the curricular, administrative and fiscal best practices needed for successful implementation and high achievement. On a broader scope, the findings could serve as a conduit between American public education and industry. Ideally curricular offerings will nurture a skill set that is in alignment with the demands of the economy. Lastly, this study can add to previous research that examines educational reform and the role of the visual arts in preparing students for economic success.

*Discuss any potential benefits to the human subjects in the research.*

### Compensation for Participation

There is no compensation for participating in this study.

*Discuss any and all forms of compensation for participation. This includes payment, extra credit, chances at winning a gift card, etc. Discuss also how the research subject will receive this compensation.*

### Alternatives Participation

There are no alternatives for participation in this study

### Information Withheld

Information will not be withheld from the research subjects.

*If information will be intentionally withheld from research subjects, discuss this here along with the rationale for doing so.*

### Debriefing

In order to establish trustworthiness, the researcher will utilize member checking by providing participants a summary of the themes and interpretations to confirm the accuracy and completeness of the data obtained during the interview process. Through member checking, the researcher will ask the subjects to check the accuracy of the account. The subjects will review the account to determine if themes and interpretations are accurate and represented fairly (Creswell, 2012). The participants will be provided the researcher's written analysis of the interpretations, themes and conclusions of the interviews. The participants will be encouraged to provide input on the analysis regarding accuracy and omitted data from the interview.

*If any debriefing will be provided to the research subjects, please discuss it here.*

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA: Pearson Education.

### Privacy/Consent/Nature of Risk

## Privacy/Confidentiality

The name of the school district and the names of subjects to be interviewed with the use of an interview protocol remain anonymous throughout the writing of the study. The school district is referred to in the study as "high-performing suburban school district."

Individual research subjects will be referred to as their current role in the district (i.e., superintendent, assistant superintendent, curriculum director, elementary principal, middle school principal, high school principal, elementary visual arts teacher, middle school visual arts teacher, and high school visual arts teacher). The researcher will maintain data and consent documents for three years. The data will be filed and stored on a locked device and in a locked filing cabinet in the researcher's home.

*Define the level of privacy that will be afforded the research subjects (i.e., anonymity, confidentiality, or no expectation of privacy). Indicate how the level of privacy that is defined by the researcher is consistent with the study procedures and how their privacy will be protected within that framework. Federal regulations require researchers to maintain data and consent documents for three years. Please indicate you will do that and where the data will be stored.*

## The Consent Process

The researcher will contact the district's assistant superintendent to discuss the study and request approval to interview district employees. The researcher will then email the assistant superintendent with an attached letter explaining the purpose of the study and a request for a site letter granting permission to conduct the study at the research site.

Upon receiving permission to conduct the study at the research site, the researcher will correspond with the assistant superintendent request the names and contact information for the superintendent, curriculum director, building principals and visual arts teachers from each building level (kindergarten through grade five, grade six through grade eight, and grade nine through grade twelve). The researcher will then send an email with an attached invitation letter to each participant explaining the purpose of the study and a voluntary consent form. Prior to participating in the in-depth interview, each participant will be required to agree to the terms detailed in the voluntary consent form as indicated by their signature. The voluntary consent form will explain participation in the study is strictly voluntary and each participant reserves the right to withdraw from participating in the study at any time.

*Every process has some sort of Consent process, whether or not there is a written consent document. This section should describe the Consent Process in detail including, how Consent will be presented to the subjects, how subjects will indicate their Consent. Any relevant documents should be attached in the "Attachments" section of this form. Hard copy consent forms must be printed or copied onto IUP letterhead. If the consent document is provided electronically (e.g., Qualtrics survey), it must be sent from a valid IUP email address. NOTE: The IRB website discusses Informed Consent in detail.*

### Nature of Risk

No

*In your judgment, does your research involve more than minimal risk? Refer back to the definition of minimal risk provided above.*

### Exemption Qualification

#### Exemption Instructions

*In your judgment, does your research fall under one of the six exempt categories? If you believe it does, indicate the category under which you are claiming an exemption by choosing yes next to the relevant category.*

**Will the research be conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods?**

Yes

**Will the research be involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.**

No

**Will the research be involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under (2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.**

No

**Will the research be involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.**

No

**Are these research and/or demonstration projects being conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs?**

No

**Will your research involve taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture?**

No

### **Expedited Review Qualification**

#### **Expedited Instructions**

*In your judgment, does your project fall under one of the nine (9) categories eligible for expedited review (listed below)? If you believe it does, indicate the category of which you are claiming expedited review by choosing yes next to the relevant category.*

**Clinical studies of drugs and medical devices only when condition (a) or (b) is met. a. Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.) b. Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.**

No

**Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows: a. from healthy, nonpregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week; or b. from other adults and children, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.**

No

**Prospective collection of biological specimens for research purposes by noninvasive means. Examples: (a) hair and nail clippings in a nondisfiguring manner; (b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction; (c) permanent teeth if routine patient care indicates a need for extraction; (d) excreta and external secretions (including sweat); (e) uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue; (f) placenta removed at delivery; (g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor; (h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques; (i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings; (j) sputum collected after saline mist nebulization**

No

**Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.) Examples: (a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subjects privacy; (b) weighing or testing sensory acuity; (c) magnetic resonance imaging; (d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography; (e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.**

No

**Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis).**

No

**Collection of data from voice, video, digital, or image recordings made for research purposes.**

Yes

**Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.**

Yes

**Continuing review of research previously approved by the convened IRB as follows: a. where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or b. where no subjects have been enrolled and no additional risks have been identified; or c. where the remaining research activities are limited to data analysis.**

No

**Continuing review of research, not conducted under an investigational new drug application or investigational device exemption where categories two (2) through eight (8) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.**

No

**Attachments**

**Please attach all Informed Consent Documents if applicable**

Letter Participants Invitation.docx	Consent Form	<i>A sample consent form can be found by clicking this link <a href="#">Sample Consent Form</a></i>
Informed Consent Letterhead.docx	Consent Form	

**Please attach any site approval letters**

Letter Permission to Conduct Study.docx	Site approvals	<i>The site approval letter <b>must</b> be on the official letterhead of the site and endorsed by the person responsible for the site.</i>
Site Letter.pdf	Site approvals	

**Please attach CITI Training Completion Certificates.**

CITI Training Completion Certificate.pdf	CITI training certificate	<i>All students submitting a protocol are required to attach their CITI Training Completion Certificate. Student protocols will not be approved without the certificate attached.</i>
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**Please click 'Add Attachment' and add all relevant attachments (Questionnaire, Survey, Syllabi, Interview Guide, Focus Group Questions, Debriefing forms, Recruitment Materials)**

Interview Questions.docx	Interview Questions
Questions Preceding the Interview Questions.docx	Interview Questions



# Indiana University of Pennsylvania

COLLEGE OF EDUCATION AND COMMUNICATIONS

**Administration and Leadership Studies**

Stouffer Hall, Room 136  
1175 Maple Street  
Indiana, PA 15705-1058

**P** 724-357-5593

**F** 724-357-4815

[www.iup.edu/ALSDEd](http://www.iup.edu/ALSDEd)

Dear \_\_\_\_\_,

My name is [REDACTED] and I am a doctoral student at Indiana University of Pennsylvania in the Administration and Leadership Studies program. I am currently at the dissertation stage of my studies and intend to conduct a research study that investigates how a high-performing school district implements a visual arts program from a kindergarten through grade twelve perspective. Through my research, I intend to identify the perceptions, roles, practices, and characteristics of central office administrators, principals, and visual arts teachers representing the elementary, middle school, and high school levels. The study also aims to understand how this is accomplished in a standards-based environment.

This letter serves as an invitation for you to participate in the study. I have provided a brief overview of the methodology below so that you can make an informed decision regarding your acceptance to participate in the study.

This study will utilize one-on-one in-depth interviews as the method to obtain responses from the district's superintendent, assistant superintendent, curriculum director, building level principals and two visual arts teachers each representing the elementary, middle school, and high school levels. The attached interview questions will be utilized to interview each participant. The interviews will be scheduled at a convenient location and time within the school district so that they are not an intrusion to your school day. Interviews will take approximately 45 minutes to complete and will be recorded using an audio recording device. Interviews will be transcribed and sent to the you to verify the accuracy of the account. You will have the opportunity to make clarifications regarding the account through email, phone, or in person. Your responses to the interview questions are confidential. In addition, your participation in the study is strictly voluntary and you reserve the right to not answer any question or withdraw from participating in the study at any time.

If you are interested in participating in the study, please complete, sign and return the consent form. Completed consent forms can be scanned and returned via email or sent to the return address on the following page.

Please do not hesitate to contact me if you have any questions concerning the study. Thank you for your time and consideration that you might give to participating in the study.



Sincerely,

[REDACTED]

**Principal Investigator:**

[REDACTED]

Doctoral Candidate, IUP

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]@iup.edu

**Faculty Sponsor:**

[REDACTED]

Professor

[REDACTED]

[REDACTED]

[REDACTED]

Department of Professional Studies in Education

Indiana University of Pennsylvania

[REDACTED]

[REDACTED]

[REDACTED]

THIS PROJECT HAS BEEN APPROVED BY THE INDIANA UNIVERSITY OF PENNSYLVANIA  
INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE: 724-  
357-7730).



# Indiana University of Pennsylvania

COLLEGE OF EDUCATION AND COMMUNICATIONS

**Administration and Leadership Studies**

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**P** 724-357-5593

**F** 724-357-4815

[www.iup.edu/ALSDEd](http://www.iup.edu/ALSDEd)

## Informed Consent

**Title of the Study:**

A Case Study of a High-Performing Suburban School District’s Implementation of a Kindergarten through Grade Twelve Visual Arts Program

**Researcher:**

[Redacted]

**Advisor:**

[Redacted]

Professor

[Redacted]

Department of Professional Studies in Education  
Indiana University of Pennsylvania

[Redacted]

Indiana, PA 15705

[Redacted]

**Purpose of the Study:**

The purpose of this qualitative study is to investigate the perceptions, roles, practices, and characteristics of educators in a high-performing school suburban school district as they implement a kindergarten through grade twelve visual arts program. In addition, this study intends to understand how this is accomplished in an era of summative assessments and accountability.

**Procedures for the Study:**

Upon receiving notification of your acceptance to participate in the study, an interview date, time and location that is convenient to you will be scheduled. The interview will center on your perceptions, role, and practices as well as the characteristics of a kindergarten through grade twelve visual arts program. The interview will take approximately 45 minutes to complete and will be recorded using an audio recording device. The recording of the interview will be transcribed and forwarded to you to confirm the accuracy of the account and to correct misunderstandings.

**Risks and Benefits:**

No known risks have been identified to participate in this study. There are no direct benefits for the research subjects that participate in this study.

The results of this study will serve as a strategic, tactical, and operational blueprint for school districts that aspire to implement a quality visual arts program while achieving academic success as measured by state performance criteria. Moreover, universities with art education, curriculum and instruction, and educational leadership studies programs could garner information to instruct educators at all levels of the curricular, administrative and fiscal best practices needed for successful implementation and high achievement. On a broader scope the findings could serve as a conduit between American public education and industry. Ideally curricular offerings will nurture a skill set that is in alignment with the demands of the economy. Lastly, this study can add to previous research that examines educational reform and the role of the visual arts in preparing students for economic success.

**Compensation:**

There is no compensation for participating in this study

**Confidentiality:**

The name of the school district and the names of subjects to be interviewed with the use of an interview protocol will remain confidential throughout the writing of the study. The school district is referred to in the study as "high-performing suburban school district." Individual research subjects will be referred to as their current role in the district (i.e., superintendent, assistant superintendent, curriculum director, elementary principal, middle school principal, high school principal, elementary visual arts teacher, middle school visual arts teacher, and high school visual arts teacher). You will have access to review your interview transcript for accuracy prior to the publishing of the contents. The researcher will maintain data and consent documents for three years to comply with federal regulations. The data will be filed and stored on a locked device and in a locked filing cabinet in the researcher's home.

Any type of written or verbal communication between the participant and the researcher will be handled the same level of fidelity to ensure confidentiality.

**Voluntary Participation:**

Participation in the study is strictly voluntary and each participant reserves the right to withdraw from participating in the study at any time. The research subject may email the researcher if they desire to be withdrawn from the study. Upon receipt of the request to withdraw, the researcher will destroy any data collected from the participant to this point. The research subject also reserves the right to not answer any interview questions he or she does not want to answer.

**Additional Information:**

I can be contacted concerning additional information for this study at [REDACTED]@iup.edu or [REDACTED]. My advisor, [REDACTED] can also be contacted at [REDACTED].

If you agree to the terms outlined above and are willing to participate in the study, please complete, sign and return the consent form. Completed consent forms can be scanned and returned via email or sent to the return address listed in the informed consent letter. A copy of the completed voluntary consent will be provided for your files.

THIS PROJECT HAS BEEN APPROVED BY THE INDIANA UNIVERSITY OF PENNSYLVANIA  
INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE 724.357.7730).

## **VOLUNTARY CONSENT FORM**

I have read and understand the information on the form and I consent to volunteer to be a participant in this study. I understand that my responses are completely confidential and that I have the right to withdrawal at any time through personal conversation, written communication, phone call, or email. I have received an unsigned copy of the Informed Consent Form to keep in my possession.

**Name (PLEASE PRINT)** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Phone number or location where you can be reached** \_\_\_\_\_

**Best days and times to reach you** \_\_\_\_\_

I certify that I have explained to the above individual the nature and purpose, the potential benefits, and possible risks associated with participating in this research study, have answered any questions that have been raised, and have witnessed the above signature.

\_\_\_\_\_  
**Investigator's Signature**

\_\_\_\_\_  
**Date**



# Indiana University of Pennsylvania

## COLLEGE OF EDUCATION AND COMMUNICATIONS

### Administration and Leadership Studies

Stouffer Hall, Room 136  
1175 Maple Street  
Indiana, PA 15705-1058

P 724-357-5593

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[www.iup.edu/ALSDEd](http://www.iup.edu/ALSDEd)

Dr. Rebecca Cunningham  
Assistant Superintendent  
Hampton Area School District  
4591 School Dr.  
Allison Park, Pa 15101

Monday, February 12, 2018

Dear Dr. Cunningham,

Thank you for your time and affording me the opportunity to speak with you regarding my study. Our conversation assisted me in narrowing the purpose of the study. As a result, I intend to investigate the perceptions, roles, practices, and characteristics of educators in a high-performing suburban school district as they implement a kindergarten through grade twelve visual arts program. In addition, I intend to understand how this is accomplished in an era of summative assessments and accountability. In-depth interviews will be conducted with central office administrators, principals and visual arts teachers to obtain the findings for this study.

Please accept this letter as written request for permission to conduct the study in your school district. If you are willing to grant permission for me to conduct the study, please forward me a signed site letter on your district's letterhead indicating that you understand the nature of the intended research and the involvement of your participation in this study.

I anticipate IRB approval from Indiana University of Pennsylvania in late February. Upon approval, I will contact you directly to obtain the names and contact information of the curriculum director, building principals and two visual arts teachers from each building level. I will then email each participant an invitation letter and a voluntary consent form.

Thank for your time and assistance regarding this matter. Please do not hesitate to contact me if you have any questions concerning this request or my study. I have provided my contact information for your use below:

Work Phone: [REDACTED]

Cell Phone: [REDACTED]

Email: [REDACTED]@iup.edu

I'm very grateful for your assistance.

Sincerely,

[REDACTED]



July 7, 2017

██████████  
██████████

Professional Studies in Education Department  
College of Education and Communications  
Indiana University of Pennsylvania  
570 South Eleventh Street  
Indiana, PA 15705-1080

Dear Professor Marcoline:

Please accept this letter as our intent to work with ██████████ as a site for his dissertation work for the 2017-2018 school year. We understand that he is studying the roles of administration in a high performing school district in Western Pennsylvania to determine how they perceive visual arts in education, and how the district maintains a quality program K-12.

If you need any further information, please feel free to contact me at [Cunningham@ht-sd.org](mailto:Cunningham@ht-sd.org).

Sincerely,

A handwritten signature in blue ink that reads "Rebecca Cunningham". The signature is fluid and cursive.

Rebecca Cunningham, Ed.D.  
Assistant Superintendent  
Hampton Township School District

# COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

## COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS\*

\* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** [REDACTED] (ID: 6838440)
- **Institution Affiliation:** Indiana University of Pennsylvania (ID: 1711)
- **Institution Unit:** Department of Professional Studies in Education
  
- **Curriculum Group:** Human Subjects Research
- **Course Learner Group:** Social, Behavioral, Educational Researchers
- **Stage:** Stage 1 - Basic Course
  
- **Record ID:** 25626395
- **Completion Date:** 30-Jan-2018
- **Expiration Date:** N/A
- **Minimum Passing:** 80
- **Reported Score\*:** 92

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
History and Ethical Principles - SBE (ID: 490)	29-Jan-2018	4/5 (80%)
Defining Research with Human Subjects - SBE (ID: 491)	29-Jan-2018	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	29-Jan-2018	5/5 (100%)
Assessing Risk - SBE (ID: 503)	29-Jan-2018	4/5 (80%)
Informed Consent - SBE (ID: 504)	29-Jan-2018	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	29-Jan-2018	4/5 (80%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	29-Jan-2018	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	30-Jan-2018	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	30-Jan-2018	5/5 (100%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928)	30-Jan-2018	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: [www.citiprogram.org/verify/?ka71b92b2-302a-4deb-b7a2-ddf993e8b462-25626395](http://www.citiprogram.org/verify/?ka71b92b2-302a-4deb-b7a2-ddf993e8b462-25626395)

### Collaborative Institutional Training Initiative (CITI Program)

Email: [support@citiprogram.org](mailto:support@citiprogram.org)

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

# COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

## COMPLETION REPORT - PART 2 OF 2 COURSEWORK TRANSCRIPT\*\*

\*\* NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** [REDACTED] (ID: 6838440)
- **Institution Affiliation:** Indiana University of Pennsylvania (ID: 1711)
- **Institution Unit:** Department of Professional Studies in Education
  
- **Curriculum Group:** Human Subjects Research
- **Course Learner Group:** Social, Behavioral, Educational Researchers
- **Stage:** Stage 1 - Basic Course
  
- **Record ID:** 25626395
- **Report Date:** 18-Feb-2018
- **Current Score\*\*:** 92

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
History and Ethical Principles - SBE (ID: 490)	29-Jan-2018	4/5 (80%)
Defining Research with Human Subjects - SBE (ID: 491)	29-Jan-2018	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	29-Jan-2018	5/5 (100%)
Assessing Risk - SBE (ID: 503)	29-Jan-2018	4/5 (80%)
Informed Consent - SBE (ID: 504)	29-Jan-2018	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	29-Jan-2018	4/5 (80%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	30-Jan-2018	5/5 (100%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928)	30-Jan-2018	5/5 (100%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	30-Jan-2018	4/4 (100%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	29-Jan-2018	4/5 (80%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: [www.citiprogram.org/verify/?ka71b92b2-302a-4deb-b7a2-ddf993e8b462-25626395](http://www.citiprogram.org/verify/?ka71b92b2-302a-4deb-b7a2-ddf993e8b462-25626395)

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## **Interview Protocol**

1. Describe your background relating to the visual arts.
2. What is your personal interest in the visual arts?
3. From an educational perspective, what is your interest in the visual arts?
  - a. Why do you perceive the visual arts as being educationally important?
4. Describe your perception of the visual arts relative to the district's goals and vision.
  - a. How would you describe the perceptions of central office administrators regarding the purpose of the visual arts?
  - b. How would you describe the perceptions of the principal regarding the purpose of the visual arts?
  - c. How would describe the perceptions of the art teachers regarding the purpose of the visual arts?
5. Do most educators in the District perceive the same vision, and if so, why?
6. What are the qualities of the visual arts that are important to the overall academic success of the district?
7. Describe the relationship between the teaching of the visual arts and student learning?
8. Describe how the visual arts impact the student's educational experience and development as a learner?
  - a. What skills do students acquire through the visual arts that can cross over into other domains?
  - b. How do the visual arts benefit students as citizens in the 21st century?
9. How has educational reform impacted the implementation of a kindergarten through grade twelve visual arts program?
  - a. How do the visual arts contribute to overall student academic growth performance?
  - b. How do the visual arts contribute to the increase of the School Performance Profile (SPP) score?
  - c. Overall, how do the visual arts increase curricular and instructional practices?
10. How would you describe your role in the district regarding the implementation of the visual arts?
11. In what ways is your role unique in the implementation of the visual arts?
  - a. Describe the strategies you utilize for implementation and sustainability.
  - b. What obstacles do you encounter in the implementation of the visual arts?
  - c. How do you overcome those obstacles?

- 12.** How has your role regarding the implementation of the visual arts evolved during your tenure in the district?
- 13.** Describe the curricular framework for the visual arts program.
  - a.** What are the common instructional practices?
  - b.** What are the common assessment practices?
- 14.** Describe how the visual arts are purposefully integrated with the performing arts (music, drama, and dance).
- 15.** Describe how the visual arts are purposefully integrated into the core subjects (math, science, history, and English). Please provide specific examples where this occurs.
  - a.** What practices do you think are most valuable in enhancing the quality of teaching and student achievement?
  - b.** Describe the professional development for purposeful integration of the visual arts into the core subjects.
  - c.** What is your specific role for the integration of the visual arts into the core subjects?
- 16.** As a high-performing school district, why is there a high priority placed on the visual arts?
  - a.** What is the basis for this priority
  - b.** How was this philosophy/culture generated?
- 17.** What are the unique practices and characteristics that distinguish you from other districts regarding the implementation of a kindergarten through grade twelve visual arts program?
  - a.** What are the key factors that drive the program?
- 18.** How have instructional practices in the visual arts evolved during your tenure in the district?
- 19.** What are the unique practices and characteristics of your kindergarten through grade twelve visual arts program that lead to continual high-performance or reinforce high- performance on standards-based assessments?
- 20.** Are there any other areas on which you would like to comment regarding the perceptions, roles, and practices of a kindergarten through grade twelve visual arts program that I have not touched upon?

### **Questions Preceding the Interview Questions**

1. What role do you currently serve in the district?
2. How long have you served in your current role?
3. Briefly describe your professional background. This includes your (a) degrees, (b) professional certifications, (c) current and past professional positions, (d) total years of service in education.