# Non-white K-12 Arts Educator Collaboration: Using Counternarrative as an Analysis Tool

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# Introduction

Dr. Amy Lewis

- Music Education
- James Madison University

Dr. Tiffany Bourgeois

- Arts Management
- Ohio State University

# Research Questions

1. In what ways do non-white k-12 teachers participate in cross disciplinary, collaborative opportunities?
   a. Of the participants who took the SNAAP questionnaire, how many are non-white K-12 arts teachers?
2. How can counternarratives as an analytical tool be useful to arts teachers?

# Description

This study examines how non-white K-12 arts teachers take advantage of cross disciplinary opportunities. We will specifically examine data from K-12 arts teachers that identify as non-white using a counternarrative lens, a central tenet of Critical Race Theory, to emphasize experiences commonly overlooked. According to SNAAP data, 84% of arts graduates are white.

# Objectives

This investigation can provide a different lens to understand collaboration and cross-disciplinary opportunities and highlight best practices in developing and maintaining the relationship between the participating parties for all arts educators.

# Counternarratives

"Build community among those at the margins of society by putting a human and familiar face to educational theory and practice

Challenge the perceived wisdom of those at society's center by providing a context to understand and transform established belief systems

Open new windows into the reality of those at the margins of society by showing possibilities beyond the ones they live and demonstrating that they are not alone in their position

Teach others that by combining elements from both the story and the current reality, one can construct another world that is richer than either the story or the reality alone" p. 36.

(Solorzaon & Yosso, 2002)

# Collaboration-Framework



Kee et. al (2016),  Doer-Stevens and Woywod (2018), and Guarriello Heath (2017)

# Data Analysis-Methods

Methods:

Chi-square analysis was completed to obtain a p-value from the Mantel-Haenszel test

# Categorization

K-12 Arts Educators

- A total of 675 respondents were classified as "non-White" and 4,639 as "White" for the purpose of the data analyses.

**Table 1: Race/ethnicity of participants classified as non-White**

| Race/Ethnicity | N | % |
|---|---|---|
| American Indian or Alaska Native | 16 | 2.37 |
| Asian (including Indian subcontinent) | 109 | 16.15 |
| Black or African American | 168 | 24.89 |
| Hispanic or Latino | 237 | 35.11 |
| Native Hawaiian or Other Pacific Islander | 7 | 1.04 |
| Other | 104 | 15.41 |
| Two or more races (not White) | 34 | 5.04 |

# SNAAP Survey Questions

**15. In your opinion, how much did [INSTITUTION] help you acquire or develop each of the following skills and abilities?**

- Critical thinking and analysis of arguments and information
- Broad knowledge and education
- Improved work based on feedback from others
- Creative thinking and problem solving
- Research skills
- Clear writing
- Persuasive speaking
- Project management skills
- Technological skills
- Artistic technique
- Financial and business management skills
- Entrepreneurial skills
- **Interpersonal relations and working collaboratively**
- Leadership skills
- **Networking and relationship building**
- Teaching skills

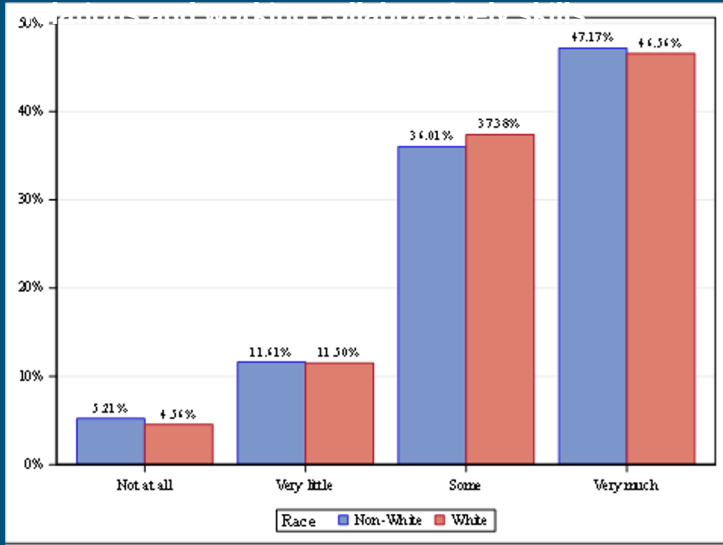**31. How important are the following to perform effectively in your profession or work life?**

- Critical thinking and analysis of arguments and information
- Broad knowledge and education
- Improved work based on feedback from others
- Creative thinking and problem solving
- Research skills
- Clear writing
- Persuasive speaking
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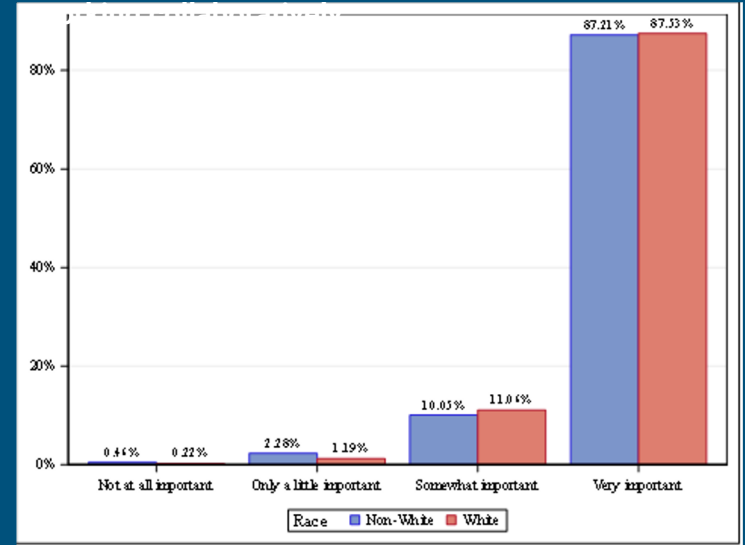# Data-Interpersonal Relations and Working Collaboratively

There were no significant difference in the responses of non-White and White respondents when asked about the acquisition and importance of interpersonal relations and working collaboratively

# Data-Interpersonal Relations and Working Collaboratively



Panel A: Acquisition/development of interpersonal
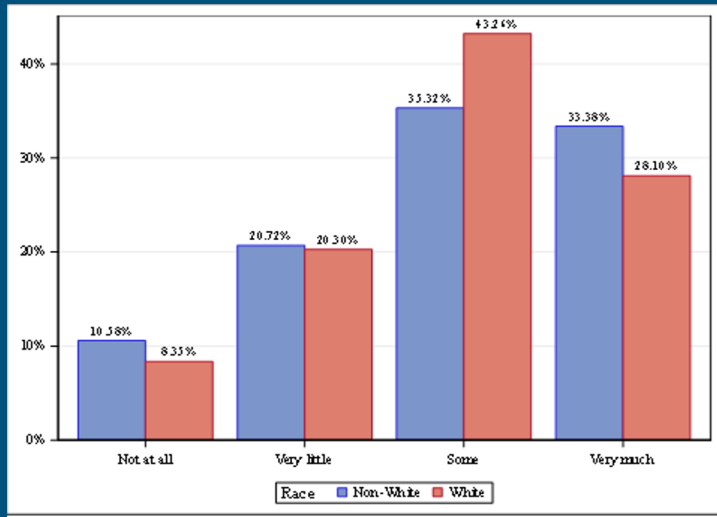


Panel B: Importance of interpersonal relations and
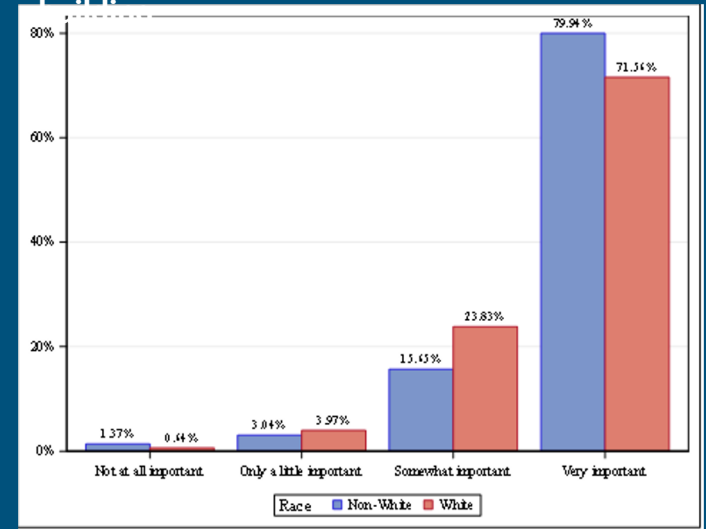
# Data-Networking and Relationship Building

Significant differences in the responses of each racial group when asked about acquiring and importance of networking and relationship building skills

# Data-Networking and Relationship Building

**Panel C: Acquisition/development of networking and relationship building**



**Panel D: Importance of networking and relationship building**

# Further Questions

Examine how other factors could impact collaboration:

- Age
- Date of graduation
- Skills
  - Persuasive Speaking
  - Technological skills
  - Entrepreneurial skills

# Conclusion-Question 1

In what ways do non-white k-12 teachers participate in cross disciplinary, collaborative opportunities?

*Additional data sources are being explored to identify the specific opportunities*

a.  Of the participants who took the SNAAP questionnaire, how many are non-white K-12 arts teachers?

    *A total of 675 respondents were classified as "non-White" and 4,639 as "White" for the purpose of the data analyses.*

# Conclusion-Question 2

**How can counternarratives as an analytical tool be useful to arts teachers?**

Counternarratives establishes the importance of highlighting voices and stories that are commonly overlooked (DeCuir, J. T., & Dixson, A. D. (2004); Dixson & Rousseau Anderson, 2018; Lewis 2021).

- Useful to provide space to emphasize students' lived experiences through creative means (Bertling, 2019; Hess, 2018; Hoffman, A., Carter, B. A. 2013)
- Useful for arts educators to challenge assumptions (McCall, 2017)

# Thank You

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# Sources

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