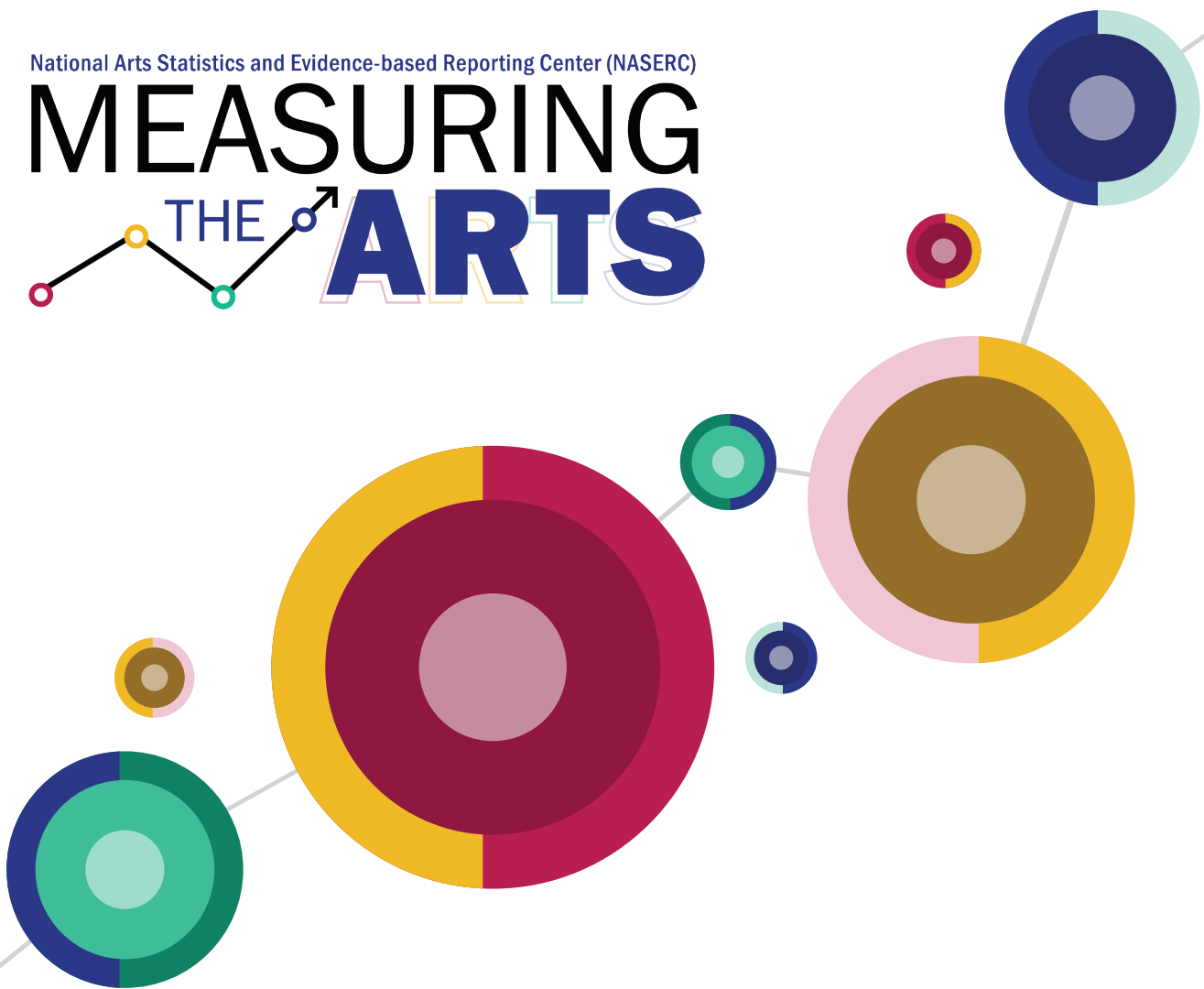


National Arts Statistics and Evidence-based Reporting Center (NASERC)

MEASURING THE ARTS



Domain D

Arts and Education



Indicator D.2: **Who Teaches the Arts in Schools?**

Introduction

Statistics on the arts teacher workforce can inform our understanding of students' access to arts education and professions in the arts, schools' ability to engage students in the arts, the diversity of perspectives provided to students, and the importance placed on students' cultural enrichment. Teachers of the arts, whether at the elementary, secondary, or postsecondary educational levels, can support the development of artistic talents and depth of appreciation for the arts among their students. Using the National Teacher and Principal Survey (NTPS) and the National Survey on College Graduates (NSCG), Indicator D.2 explores the number and characteristics of arts teachers in public elementary and secondary schools (defined as those

teaching art or arts and crafts, art history, dance, drama or theater, or music) and arts faculty in postsecondary institutions (defined as those teaching art, drama, or music) in the United States.¹ For more information on the data used in this indicator see *Data on Arts Teachers and Faculty*. Future editions of this indicator will aim to explore additional characteristics of arts teachers, such as salary information.

Number and Characteristics of Arts Teachers in Public Elementary and Secondary Schools

Approximately 251,000 arts teachers were employed in public elementary and secondary schools in school year 2020–21 (see **Table D2-1**).² The number of arts teachers in public elementary and secondary schools increased from 204,000 in school year 2011–12 to 251,000 in school year 2020–21, reflecting an overall increase in the number of public school teachers during this period.³ The number of arts teachers increased at the elementary education level from 82,000 to 105,000 during this period, and the number of arts teachers at the secondary education level increased from 121,000 to 146,000.

The percentage of arts teachers who were female in 2020–21 (67 percent) was about the same as the percentage in 2011–12 (**Figure D2-1**). Between 2011–12 and 2020–21, there were increases in the percentages of arts teachers who were Hispanic (4 percent to 7 percent), Asian (1 percent to 2 percent), and of two or more races (1 percent to 2 percent). The percentage of arts teachers who were White decreased from 91 percent in 2011–12 to 85 percent in 2020–21.

Data on Arts Teachers and Faculty

Indicator D.2 uses data from the National Teacher and Principal Survey (NTPS) to describe public elementary and secondary school arts and music teachers. As a specialized survey focusing on teachers, NTPS has detailed information on the characteristics of teachers providing instruction in various fields. The indicator also uses data from the National Survey on College Graduates (NSCG) to describe postsecondary arts faculty. The quantity of national information on the instructional fields for postsecondary faculty is quite limited. NSCG provides general information on college graduates in all fields and occupations, which includes postsecondary instructional faculty in various fields including the arts. The small sample sizes for postsecondary faculty limit the number of comparisons that may be made, but the information contributes to our knowledge about the artist education pipeline.

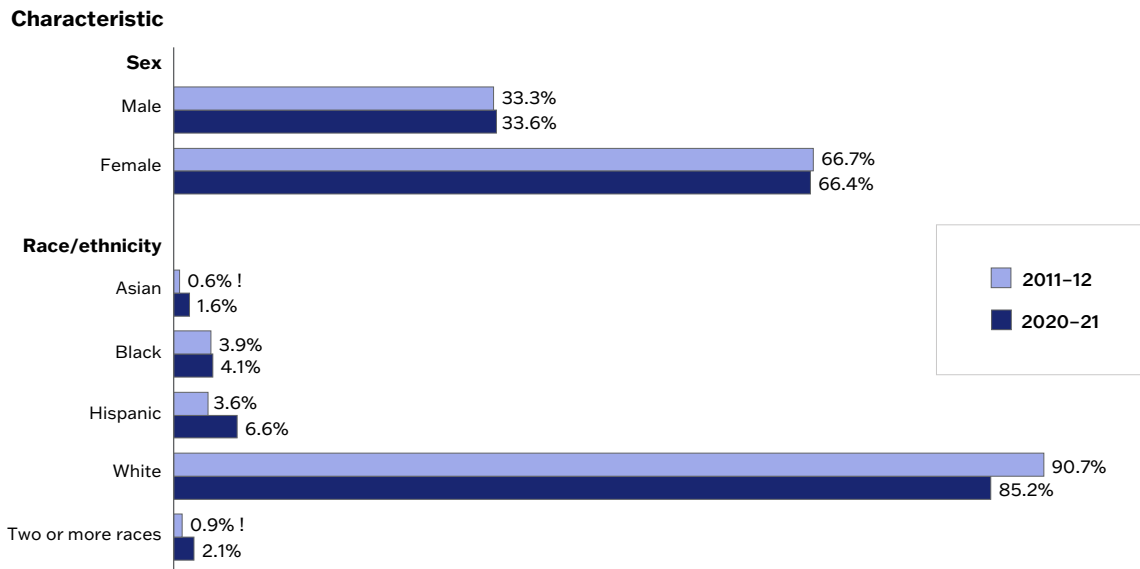


1 In the NTPS questionnaire, teachers are asked to select from a list the subject that best fits their main teaching assignment. In the NSCG questionnaires, respondents are asked to select from a list the job category that best fits their job. It is these categories that serve as the basis for the definition of arts teachers and faculty in this indicator. It is possible that arts teachers and faculty who teach subjects outside those listed in the survey select the category they believe is closest in definition, or they select "other." For more information see the 2020–21 NTPS questionnaire (https://nces.ed.gov/surveys/ntps/pdf/2021/Teacher_Questionnaire_2020_21.pdf) and the 2021–21 NSCG questionnaire (<https://www.census.gov/content/dam/Census/programs-surveys/nscg/Questionnaires/2021/New%20Responders.pdf>).

2 In addition, there were approximately 45,000 arts teachers in private elementary and secondary schools. See: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principal Survey (NTPS), Private School Teachers, tabulation through DataLab.

3 Differences between estimates (including trends over time) are stated only when they are statistically significant, based on a 95 percent level of confidence. For more information see *The Arts in the United States: Developing Key National Indicators of Arts Activity* report.

Figure D2-1. Percentage of arts teachers in public elementary and secondary schools, by sex and race/ethnicity: school years 2011–12 and 2020–21



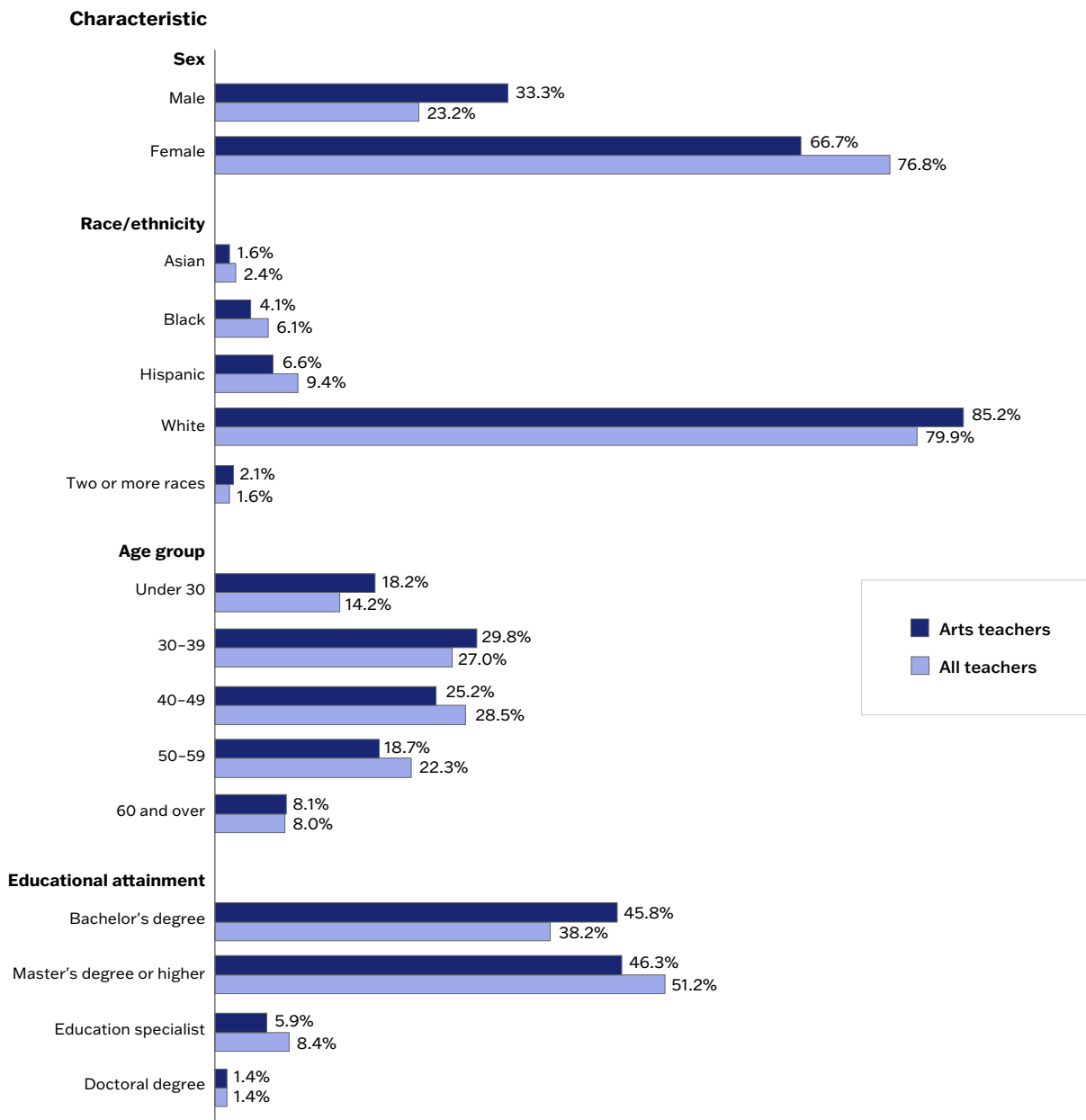
NOTE: “Arts” includes art or arts and crafts, art history, dance, drama or theater, and music. Race groups are mutually exclusive; persons of Hispanic ethnicity can be of any race.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2011–12; and National Teacher and Principal Survey (NTPS), 2020–21.

Characteristics of Arts Teachers Compared to All Teachers in Public Elementary and Secondary Schools

The percentage of arts teachers who were male (33 percent) was higher than the percentage for all public elementary and secondary school teachers (23 percent) in the 2020–21 school year (Figure D2-2). In addition, though there were increases in the percentage of arts teachers for some racial/ethnic groups between 2011–12 and 2020–21, the percentage who were White (85 percent) remained higher than the percentage for all teachers in 2020–21 (80 percent). The percentage of arts teachers who were Black (4 percent) was lower than the average for all teachers (6 percent), and the percentage who were Hispanic (7 percent) was also lower than that of all teachers (9 percent).

Arts teachers also tended to be younger than teachers as a whole. For example, the percentage of arts teachers aged less than 30 (18 percent) was higher than the percentage of all teachers in this age group (14 percent). Also, the percentage of arts teachers aged 30–39 (30 percent) was higher than the percentage of all teachers in this age group (27 percent). In contrast, the percentage of public elementary and secondary school arts teachers aged 40–49 (25 percent) or aged 50–59 (19 percent) was lower than the percentage of all teachers in these age groups (29 percent and 22 percent, respectively). The percentage of arts teachers whose highest degree was a bachelor’s degree (46 percent) was higher than that of all teachers (38 percent). In contrast, fewer arts teachers held a master’s degree (46 percent) or an education specialist degree (6 percent), compared to all teachers (51 percent and 8 percent, respectively).

Figure D2-2. Percentage of arts teachers and all teachers in public elementary and secondary schools, by selected characteristics: school year 2020–21



NOTE: “Arts” includes art or arts and crafts, art history, dance, drama or theater, and music. Race groups are mutually exclusive; persons of Hispanic ethnicity can be of any race. “All teachers” includes arts teachers as well as all other teachers.

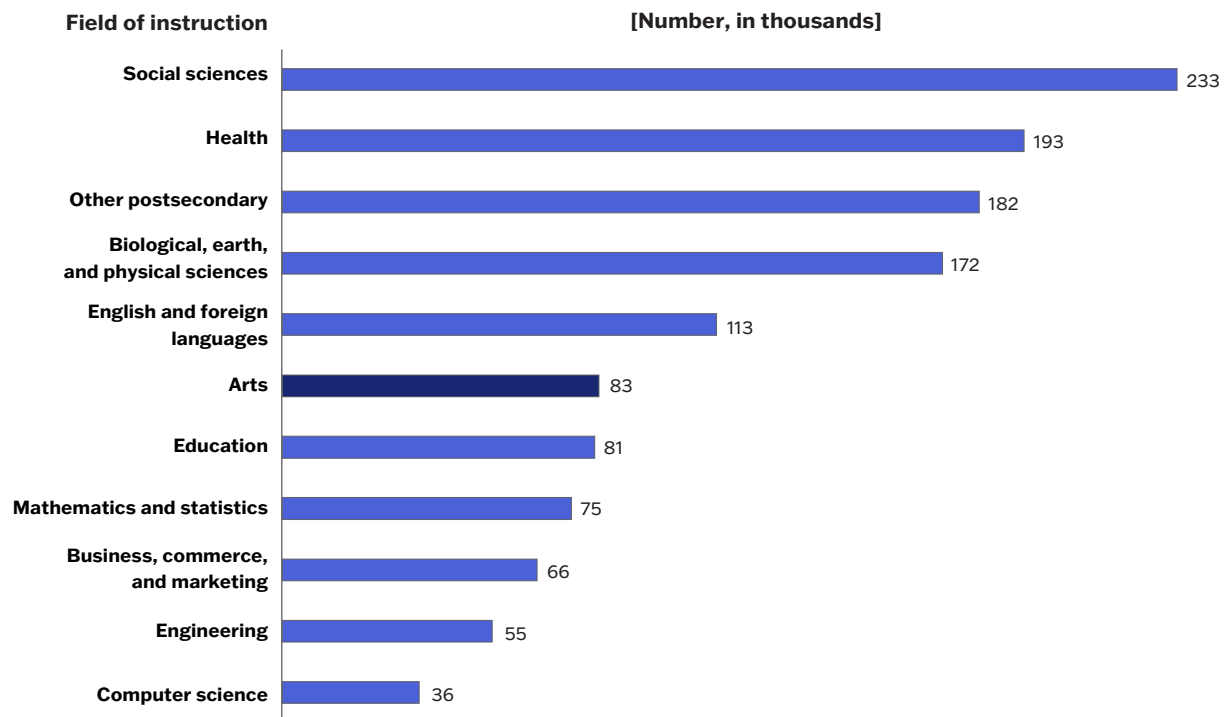
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Number and Characteristics of Arts Faculty in Postsecondary Institutions

About 1.3 million persons were employed as faculty in postsecondary institutions in 2021, and about 83,000 of these faculty were teaching in the arts (Figure D2-3). The number of arts faculty was lower than that of faculty teaching such fields as social sciences (233,000), health (193,000), or biological, earth, or physical sciences (172,000), but higher than the number of faculty teaching computer science (36,000). Approximately 54 percent of arts

faculty were female in 2021, which was higher than the percentage of females in such fields as computer science (29 percent) or engineering (17 percent; see Table D2-2). The percentage of arts faculty who were Asian (9 percent) was lower than the percentage in such fields as computer science (44 percent), engineering (27 percent), and mathematics and statistics (24 percent). The percentage of arts faculty who were White (74 percent) was higher than the percentages for computer science faculty (45 percent) and engineering faculty (59 percent). No other sex or racial/ethnic differences could be observed due to small sample sizes.

Figure D2-3. Number of faculty in postsecondary institutions, by field of instruction: 2021



NOTE: "Arts" include art, drama, and music.

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, National Survey of College Graduates (NSCG), 2021.

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