



STRATEGIES
TO
STRENGTHEN
ARTS
EDUCATION
IN
CALIFORNIA
SCHOOLS

The Model Arts Program Network
2003

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With material contributed by the
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and Patty Taylor, Program Director

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CONTENTS

Acknowledgements *ii*

Overview *iv*

Introduction *1*

- The Model Arts Program Network *1*
- Forming the MAP Network *1*
- The Compendium of Arts Education Success Stories *2*
- The Format and Content of Strategies *3*

Best Practices, Meeting Challenges, Overcoming Setbacks *5*

I. Curriculum and Instruction

- ★ Content Standards *6*
- ★ Standards-Based Curriculum *10*
- ★ Instructional Methodology *15*
- ★ Student Assessment *18*

II. Professional Development

- ★ Content *22*
- ★ Process *24*

III. Program Administration and Personnel

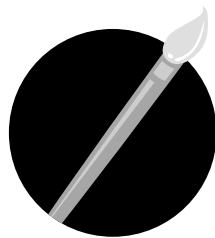
- ★ Personnel, Resources and Facilities *28*
- ★ Funding *32*
- ★ Partnerships and Collaborations *35*

IV. Program evaluation

- ★ Self Study to Determine Strengths and Needs *40*

MAP Network Directory *43*

Publications *47*



OVERVIEW

Strategies to Strengthen Arts Education in California Schools is based on input from the school districts that are members of the Model Arts Program (MAP) Network which is described in more detail in the Introduction. A major goal of the MAP Network is to contribute information about a variety of experiences and strategies that might help others in the field of arts education. For this reason, in the fourth year of the project the MAP Network members decided to compile their collective experiences—detailing both their successes and difficulties—as they moved along a continuum of arts education program implementation.

Real life experiences are always helpful as examples when planning and implementing any long-range sustainable program. We often ask colleagues: *How did you do that? What does that look like in action? What did you learn from that experience? How did you get that to happen? What problems did you have?* We learn from others—their problems as well as their successes. Working through and solving problems builds strength. *Strategies to Strengthen Arts Education in California Schools* relates success stories, but also details temporary setbacks, tells the story of what didn't work, what finally worked, and the steps that were successful in solving the problems districts encountered.

Some school districts have established and sustained components of strong arts education programs for decades. *What do these look like? How did these come about? How were they maintained over the years? Could they be replicated in other districts?*

Publication of *Strategies* provides an opportunity to identify the remarkable range of “best practices” identified by school districts as they completed the surveys in the *Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process* (CDE Press, 2001), developed by the MAP Network in its first year.

Strategies to Strengthen Arts Education in California Schools is designed as a resource that focuses on a variety of experiences and strategies to help districts plan and implement their arts education programs. It is designed to share information with schools and districts attempting to strengthen or implement quality arts programs. Sharing what has been effective in arts education in the past give us possibilities for the future. Together, the *Strategies* and the *Toolkit* represent a journey; they are not intended to prescribe a destination but they provide insights into the many ways in which arts education programs are successfully implemented, developed, and sustained in California schools.



INTRODUCTION



Nothing less than a far-reaching, cooperative effort throughout California will suffice to breathe new life into arts education.

from *Arts Work: A Call for Arts Education* (1997)

The Model Arts Program Network

The Model Arts Program (MAP) Network was formed in 1999 as the part of the “far-reaching, cooperative effort” recommended to improve and expand visual and performing arts education for California students. The formation of this state-wide arts network was a direct outcome of recommendations by the Task Force on the Visual and Performing Arts, which was convened by the State Superintendent of Public Instruction 1997. The purpose of the MAP Network is to help school districts evaluate, improve, and expand visual and performing arts programs in California Schools through guided self-evaluation process, professional development seminars, conferences, and a supportive network of colleagues.

In order to provide literacy in and through the arts for all students, the Arts Task Force emphasized the need to adopt content and performance standards specifying competencies students should demonstrate in each

of the arts at each grade level. Additionally, the task force called for: legislation to establish arts education as a top priority in California schools; implementation of comprehensive and sequential arts programs for all students; access to the arts through technology and in the community; and career preparation in the arts. Addressing these needs is an important part of the MAP Network’s mission.

(For more information about the task force and its report, *Arts Work: A Call for Arts Education for all California Students*, CDE Press, 1997, go to <http://www.cde.ca.gov/shsd/arts/publications.htm>.)

Forming the MAP Network

The MAP Network began with fourteen school districts that received Arts Work Visual and Performing Arts Grants from the California Department of Education. Since then, the Network has more than tripled its

membership with 39 school districts in 2002-2003. Goals for the MAP project include:

- Setting priorities for program improvement
- Determining what exists in the current arts program
- Learning about funding issues and opportunities
- Experiencing different approaches to standards-based curriculum development and student assessment
- Learning about the benefits of community involvement

Each school district in the Network identifies a coordinator to attend three seminars designed as technical assistance workshops. These seminars help participants learn to use the self-assessment tools in the *Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process* (CDE Press, 2001); work with peers; share knowledge; and identify and implement the best practices existing in other school districts. Participants benefit from the collegial focus of the MAP Network, which promotes an open and supportive exchange.

An Arts Work Conference has been presented annually by the MAP Network for the arts education community. This conference is highly acclaimed for its emphasis on key issues in arts education, as well as for its relevance to districts of geographic, economic and cultural diversity. In addition, a two-day mini-conference is held each year to provide in-depth information and opportunities for learning in special interest areas identified by the Network members. Each district in the MAP Network plays a vital role in developing the conference concept, crafting support materials, and presenting workshops.

The Model Arts Program network is supported through the California Department of Education *Arts Work Visual and Performing Arts Education Grant Program* in partnership with member school districts, the California Alliance for Arts Education, the California Arts Council, and The California Arts Project.

The Compendium of Arts Education Success Stories

Prior to the MAP Network's third Annual Arts Work Conference in 2002, its thirty district and county members developed a *Compendium of Arts Education Success Stories*. Districts participating in the Model Arts Program Network were asked to look closely at what they were doing in the arts, and to share what they know and what they do well. *The Compendium of Arts Education Success Stories* is a collection of experiences that bring to life aspects of the continuum and the participating school districts' efforts to improve arts education.

The Arts Education Program Implementation Continuum (found in the MAP Network *Toolkit*) acknowledges the many points on way toward a goal. The Compendium provides documentation of how school districts are moving along the continuum in major focus areas that contribute to a comprehensive arts education program. The major sections in the *Compendium* include the focus areas found in the *Toolkit*.

The *Compendium* depicts what these abstract focus areas look like in the real world of a school district. The *Compendium of Arts Education Success Stories* provides ideas and insights for others working to implement comprehensive arts education programs in the visual and performing arts and is now available on www.TeachingArts.org/MAP/compendium.

The Format and Content of Strategies

As a result of the enthusiastic acclaim for *The Compendium of Arts Education Success Stories* (2002), this new publication focuses on the what school districts are doing and encountering as they move along the Arts Education Program Implementation Continuum. *Strategies* is a collection of real-life experiences that further explores the key focus areas. In the new publication, the information is grouped into four main categories:

I. Curriculum and Instruction

including

- ◆ Content Standards
- ◆ Standards-Based Curriculum
- ◆ Instructional Methodology
- ◆ Student Assessment

II. Professional Development

- including
- ◆ Content
 - ◆ Process

III. Program Administration and Personnel

- including
- ◆ Funding
 - ◆ Personnel, Resources and Facilities
 - ◆ Partnerships and Collaborations

IV. Program Evaluation

- including
- ◆ Self Study to Determine Strengths and Needs

In each of the four categories, “best practices” described in the *Toolkit Program Implementation Continuum* are summarized. Discussion focuses on what districts across the state are doing to improve and expand their visual and performing arts programs as they move along the continuum in major focus areas. Districts share their setbacks as well as their successes, detailing the obstacles that had to be overcome in order to reach their goals.

A section on long-established “best practices” in districts is included in each of the four categories along with information about contacts and available materials. These real-life experiences are told in order to promote an open and supportive exchange—to share experiences and strategies that will help others in their search for a comprehensive arts education program.

Focus Areas

Standards-based curriculum
Instruction and methodology
Student assessment
Professional development
Program administration and personnel
Partnerships and collaborations
Funding
Resources and facilities
Program evaluation



The California Arts Project (TCAP)

Throughout the document, especially in sections which discuss professional development, The California Arts Project (TCAP) and its regional sites are mentioned.

TCAP is the state's subject matter project in Visual and Performing Arts. TCAP's central mission is to deepen teachers' knowledge of dance, music, theatre, and visual arts, to enhance student success pre-kindergarten through post-secondary; to develop instructional strategies supporting the *Visual & Performing Arts Content Standards For California Public Schools* and the state's *Visual and Performing Arts Framework*.

TCAP's regional sites throughout the state offer a variety of professional development programs that work in partnership with schools, districts, County Offices of Education, and arts organizations, to ensure the highest quality arts instruction for all students.

Regional sites include: Northeast California Arts Project (NCAP)
Sierra North Arts Project (SNAP)
East Bay California Arts Project (EBCAP)
Bay Area California Arts Project (BayCAP)
Valley Sierra California Arts Project (VSCAP)
Central Valley California Arts Project (CVCAP)
The Mid-South California Arts Project (TMSCAP)
Southern Counties Arts Project (SoCAP)
RIMS California Arts Project (RIMS CAP)

For additional information, go to TCAP's website: <http://csmp.ucop.edu/tcap/>

The California Arts Project
California State University, San Bernardino
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BEST PRACTICES,
MEETING CHALLENGES,
OVERCOMING SETBACKS



I. Curriculum and Instruction: *Content Standards*



Best Practices: School districts have carefully examined the *Visual and Performing Arts Content Standards for California Public Schools* and have adopted or adapted them as the basis for district-wide curriculum and instruction in the arts. If the school district has decided to develop new content standards, teachers, administrators, parents, and other community members have worked together to ensure the standards are suited to the interests, knowledge, and abilities of their students.

Identified Best Practices

Since the publication of the *Visual and Performing Arts Content Standards for California Public Schools* (2001), some school districts in the MAP Network have adopted the state standards in all four: dance, music, theatre, visual arts. Other districts have developed new content standards in one or more of the arts while adopting state standards in the remaining arts disciplines.

- ★ Locally developed standards have long been the basis of arts instruction in the Los Angeles Unified School District. Inspired by the new state content standards, LAUSD developed *KidSpeak the Arts*, a document that translated the standards into the students' voice. The purpose of *KidSpeak* is to provide examples that show evidence of student understanding. Folded into *KidSpeak* are two key components: **academic rigor** (do the students have the tools and information for in-depth study), and **accountable talk** (can students express their experiences in multiple ways to demonstrate knowledge). Teachers, administrators, and parents have found that *KidSpeak* helps them to see instructional progression and to understand key ideas about arts education.

Dance

I dance in time and space.
(aesthetic perception)

I make dances in time and space with my friends.
(creative expression)

I know that people around the world have always danced in celebrations and community events.
(historical/cultural context)

I look at dances and describe them.
(aesthetic valuing)

I learn how dance helps people play, learn, and work.
(connections, relationships, applications)

Grade Two excerpt from *KidSpeak*

Based on the five component strands of the visual and performing arts



★ Over an eighteen-month period, the Palo Alto Unified School District involved thirty-three middle and high school arts teachers in the development of new content standards in music, theatre, and the visual arts. Teachers completed the process through a series of after-school and Saturday work sessions in combination with the district’s staff development days. Course descriptions are being revised to reflect the new standards. Palo Alto’s approach focused on what teachers considered as essential learning for students. Using brainstorming and a simple standards-generating approach to organize their ideas, the arts teachers, led by the district’s arts coordinator, developed content standards particularly suited for the district’s K–12 students. The content standards adopted by the School Board are organized around *seven* strands in music and visual arts:

- ◆ Aesthetic perception
- ◆ Creative expression
- ◆ Technical skills
- ◆ Historical and cultural context
- ◆ Aesthetic valuing, connections/relationships/applications
- ◆ Habits of mind

These local standards are in alignment with newly adopted state arts content standards. However, local involvement in the development process has assured complete buy-in from teachers, bringing them together in meaningful, sustained conversation about what they value, what they teach, and what they think is important for students to learn in the visual and performing arts.

Works in Progress

★ To assure sustainability of their project, Palo Alto Unified School District is

piloting a dance education program that will train the music and P.E. teachers to provide standards-based dance/movement to students in primary grades. These teachers form a team responsible for providing release time for teachers in the district’s elementary schools. State standards are guiding the emerging dance program. Eventually, PAUSD will develop its own dance standards with the help of outside dance artist educators and dance teacher leaders from the community, local universities, and the Bay Area California Arts Project (BayCAP) located at San Jose State University.

★ Mesa Union School District has included the visual and performing arts in the development of the district’s “Power Standards” in all curricular areas. Power standards are identified by their endurance—value beyond a single test date, leverage, knowledge and skills needed to prepare students for the next level of instruction. Currently, the district’s arts group is working on simplifying content standards for use in the district as well as developing approaches to integrate the arts with other curricular areas.

★ The development of visual and performing arts standards is connected to district reform in the Pasadena Unified School District. The process involves a five-year plan which would re-establish the arts at the core of Pasadena’s curriculum design. Because of the numerous community partnerships between Pasadena schools and the many arts organizations in the region, establishing a consistent arts curriculum across the District was considered the first goal.

The Pasadena Arts Team selected four experienced classroom and specialist teachers—one for each art form—who reviewed the state *Visual and Perform-*

ing Arts Content Standards. The team developed district standards focusing on **Content** (artistic perception), **Action** (creative Expression, **Context** (historical/cultural content) and **Reaction** (aesthetic valuing). The fifth strand (connections, relations, and applications) was added later.

To capitalize on the strengths of existing district programs and the expertise of the general classroom teachers in Pasadena, the Standards Writing Group chose two standards each for music and visual arts, and one standard each for dance and theatre. Meetings were devoted to evaluating the chosen standards for continuity with the core curriculum.

When the standards were adopted in 2002, the superintendent submitted his proposal for sweeping reform to the Board of Education. Included in the plan was a K–8 Arts School which serves as the laboratory for developing effective arts-infused curriculum for the district’s remaining elementary schools. The district’s Arts Team (27 teachers plus parent and representatives from cultural organizations) is evaluating the PUSD arts standards. Current plans include the development of standards-based lessons which combine the arts with other areas of the curriculum, with a strong emphasis on language arts.

- ★ Visual and performing arts content standards have made people more aware of how meaningful and substantive the arts can be. For example, the San Diego Unified School District received a Carnegie grant for high school reform; they are currently using standards and a “backwards design” model to develop courses which exemplify

the academic rigor required by the grant. The district’s art team reports that without standards, the arts would undoubtedly have been left out of this process.

Overcoming Setbacks

- ★ When the Arts Task Force in the Bolinas-Stinson Union School District sought to bring the content standards to classroom teachers, there was surprisingly strong resistance. Although teachers were supportive of the arts, they didn’t feel they had the time to deal with one more set of standards. The task force realized that the teachers weren’t resisting the arts; they were resisting more demands on their schedules, attention, and energy. The task force came up with a strategy: rather than having the arts brought in as something imposed from outside, the district would assess what teachers were already doing to help students meet the arts content standards.

The idea was presented at a staff meeting followed by one-on-one interviews. Task force members interviewed teachers twice. First they worked together on a questionnaire focusing on the main subjects taught and some of the teachers’ favorite lessons. A second interview covered activities teachers were already doing in dance, music, theatre, and visual arts. The personalized survey pointed out an amazing fact: teachers were already addressing the standards in a great many places and in very inventive ways. The two conversations also made the language and structure of the standards more familiar and less overwhelming. At a later staff meeting, the task force presented its findings. Binders were given to the teachers containing grade level stan-

dards in the four arts disciplines with evidence of what teachers were already doing to address the standards. The binders were also presented to the Bolinas-Stinson School Board, which adopted the standards a month later. This unique approach of one-on-one meetings with teachers to identify how they were already meeting arts standards diffused a potentially contentious situation.

- ★ Standards-based practice was the topic of a staff development day scheduled in the Capistrano Unified School District. It was expected that all 120 teachers would be interested in and supportive of the new content standards. The district is moving slowly now after discovering that many teachers are skeptical about standards-based instruction in the arts. Changing people's perceptions and increasing support for change is a complex process. Small group and job-a-like meetings are being planned by the district's arts team along with SouthCAP and the district's visual and performing arts teachers. CUSD, by opening communication and listening to teachers' concerns, may well have prevented a major setback in implementing a comprehensive arts program for its students.

Materials

Contact information for ordering the following materials is provided in the MAP Network Directory at the end of this publication.

Los Angeles Unified School District

State and National Standards for dance, music, theatre and visual arts facilities, K–12, comprehensive compilation from the Los Angeles Unified School District

KidSpeak the Arts, the California state standards in the arts written in student friendly language for greater accessibility. Includes visual and performing arts for grades K–6. No charge. Available March 2003 on the Los Angeles Unified School District website.

Palo Alto Unified School District

Information about the process and adoption of locally developed content standards can be obtained from the district Arts Coordinator.

Mesa Union School District

Power Standards in the Arts

Pasadena Unified School District

Visual and Performing Arts Scope and Sequence. A full copy of the PUSD *Visual and Performing Art Content Standards* is available through the Pasadena Educational Foundation.

Bolinas-Stinson Union School District

Surveys used to determine what arts standards were already being used by the district's teachers.



I. Curriculum and Instruction: *Standards-Based Curriculum*



Best Practices: The sequential curriculum is based on school district content standards in the visual and performing arts including the five strands (artistic perception, creative expression, history and cultural context, aesthetic valuing, and connections/relationships/applications).

Each arts discipline is delivered as a discrete sequential subject with its own body of knowledge, skills, and ways of thinking. While maintaining its own integrity, the curriculum for each arts discipline emphasizes relationships among the arts and with other subjects.

Identified Best Practices

As proven in other subject areas, the movement to standards-based practices takes time and long-range planning. Since content standards in the arts were recently adopted, development of standards-based curriculum is in its infancy.

A revised and updated *Visual and Performing Arts Framework* will go to the State Board of Education for action in February 2004. The Framework will include guidance for school districts in developing and implementing standards-based instruction in the arts for all students. This, in combination with the start of a new textbook adoption cycle, will be of great assistance to school districts in the process of implementing standards-based curricula for their students.

The framework includes Criteria for the Evaluation of Instructional Materials. These criteria used to evaluate materials that will be put on an approved instructional materials list, states: “Visual and performing arts materials must support teaching aligned with the Standards.” There is an adoption cycle for state approved instructional materials. In adoption years, school districts can use state textbook funds for instructional materials in the visual and performing arts

that meet the criteria in the framework. Information on the adoption cycle from the California Department of Education, Curriculum Frameworks and Instructional Resources Division can be found at www.cde.ca.gov/cfir

Many arts providers and community organizations are currently rewriting their instructional materials to bring them into alignment with the framework and content standards. Expectations built by these two documents will also bring about changes in instructional materials developed by publishers of supplemental books and kits.

School districts are moving toward best practices in curriculum and instruction as they develop high school visual and performing arts courses to meet the University of California and California State University entry requirements. These arts courses must be standards-based in order to meet the “a-g requirements.” (Go to www.ucop.edu/a-gGuide for more information).

Works in Progress

★ A newly revised, standards-based curriculum in the visual and performing arts has been introduced in the Glendale

Unified School District. The elementary curriculum, “Arts are Basic,” includes standards-based lessons for all four of the arts for use by the district’s K–6 classroom teachers. The project took two years of writing and one year of introduction; last year marked the beginning of intensive implementation throughout the district with 20 hours of professional development for teacher representatives from each of the elementary schools.

For over twenty years, GUSD has had a strong arts program at the secondary level. Credentialed visual and performing arts teachers have developed framework-grounded curriculum in all four arts disciplines. Starting in 2001, the curriculum materials were updated and aligned to the newly adopted *Visual and Performing Arts Content Standards for California Public Schools*. Funding from grants has provided one-day professional development workshops for representatives from every K–12 school; each school received copies of the new curriculum.

- ★ Hayward Unified School District has developed a K–6 visual arts handbook aligned with the newly adopted content standards. Copies are available for all elementary teachers, and representatives from each school have been involved in workshop sessions based on the handbook. The district arts team is now ready to experiment with rubrics and other assessment tools for their standards-based curriculum.
- ★ The two worlds of artist and teacher come together in Mountain Valley Unified in order to create standards-based units in the arts. Each year, the district has increased teacher and artist participation in a program which stresses the

importance of creating focused, standards-based units. A classroom teacher and three performing arts specialists (one in theatre and two in music) developed standards-based lessons that integrate the arts into other subject areas in a multidisciplinary unit for seventh and eighth grade students. Instruction took place over a five-month period and focused on *African and African American History and Culture through Immersion*. The unit combined social studies and language arts as well as the visual and performing arts.

- ★ Dance is an art form often slighted in the school district curriculum. Orange Unified School District is in the process of developing standards-based instruction in their K–12 arts program, including dance. High School dance instructors are meeting five times a year to align courses to the content standards. The elementary dance curriculum will be developed based on newly adopted dance standards for K–5.
- ★ Twenty lessons in all four arts disciplines have been developed by Pleasant Valley Unified School District and are available on their website (pvusd.k12.ca.us). The lessons are teacher friendly—designed to require little preparation and few materials. The main purpose of developing the lessons was so that the Arts Teacher Leaders could leave them for their substitute when attending professional development sessions in the arts. In this way, students would be experiencing the arts while their teachers received training in arts curriculum and methodology.
- ★ Movement and music seminars are being conducted in the Walnut Valley Union School District; the series introduces ideas about child development and how

- children learn through music and movement. WVUSD is also piloting “Integrating the Arts with Integrity”—a project designed to provide in-depth training for teachers, both specialists and generalists, in integrating all four arts into the K–8 curriculum.
- ★ The School of Arts & Academics in the Travis Unified School District is piloting arts curriculum at the elementary level and is planning to extend the academy to middle school. Currently housed at Center Elementary School, the goal of the project is to integrate the arts into other subjects as well as provide instruction in each visual and performing arts discipline. The middle school component will be located at GOLDEN West Middle School, opening for the 2003-2004 school year as an extension of the elementary Arts & Academics program.
 - ★ “Literacy through the Arts” is a summer school offering in the Palos Verdes Peninsula Unified School District. The program involves seventy-five students who do computer research on a theme study language arts and social science, using the arts as a gateway. Teacher-recommended students entering grades four and five may participate.
 - ★ Multi-disciplinary approaches can be found in the Rhythm Unit of study developed by the Live Oak School District and the Santa Cruz County Office of Education. Students in fourth and fifth grades learn to read and write music as they compose and improvise their own rhythmic patterns on classroom instruments. The rhythm unit also meets content standards in language arts and science.
 - ★ The Palo Alto Unified School District’s Math/Arts Summer Lab School began four years ago almost by accident. The district received two grants one from the Noyce Foundation for professional development in elementary mathematics, and a second grant from Cultural Initiatives Silicon Valley to support arts integration. It soon became evident that integrating math and arts around a specific mathematical theme would greatly strengthen both subjects, as well as providing a more hands-on, lively and meaningful learning experience for students.
- Math and arts teachers participated in 50 hours of professional development prior to the beginning of the lab school, learning math and arts concepts from lead teachers and guest consultants, planning lessons, and discussing pedagogical approaches. The lessons and teaching approaches developed were immediately applied in the following two weeks of the summer lab school. When not teaching, the math and arts teachers, met in curricula specific groups to review and reflect on the effectiveness of previous lessons, share ideas and insights, give feedback to colleagues and refine and prepare for the lessons to come. The district documented the second year Lab School with an edited, 25-minute video.

Overcoming Setbacks

Although development of integrated curricula may seem like putting the cart before the horse, many districts see it as a necessary first step in implementing standards-based arts instruction. In most cases, administrators and community members are more supportive of programs designed to reinforce learning in more than

one subject. Meaningful integration is a major concern in these districts when combining the arts with other core curriculum. During the development of integrated curricula, district arts teams are aware of the need to utilize content standards from the arts and the other subject areas so that learning takes place in all subjects.

As districts begin to align curriculum with content standards, some are finding the process more complex and time-consuming than anticipated. Districts also find that few plans work perfectly, but solutions to the inevitable problems result in greater commitment and stronger programs.

★ Mesa Union School District encountered problems in curriculum writing. In their original plan each grade level was to develop five standards-based music lessons. The problem was that teachers lacked the music skills and knowledge needed to develop lessons. At the recommendation of the arts team, the district brought in a music specialist who worked with teachers to develop and pilot standards-based lessons.

★ Burnt Ranch School District was also struggling with developing and imple-

menting standards-based music curriculum for the elementary grades. When the arts team first became aware of the problem, they turned for help to the County Office of Education and Humboldt State University music department. Several solutions to the problem have emerged during the past four years: the district has created music residencies, hired professional musicians and music specialists for one day a week, and finally hired a credentialed music specialist—a recent graduate from Humboldt State University—to assist the district two days every week.

★ Encinitas Union School District found a highly visible and creative way to introduce key concepts through posters. Based on the district’s “no excuse words” posters, identifying words that students must know and be able to spell at every grade level, the arts charts identify the elements found in the visual and performing arts framework and content standards. The charts were laminated sets distributed to teachers in the district so they could be displayed in every classroom.



Dance Elements

- Force** Energy released into space, e.g. fast movement with sharp gestures could mean: anger, power, energy, or excitement. Slow delicate movement with large curving gestures could mean: gentleness, happiness, wonder, or curiosity.
- Space** The spherical space surrounding the body in all directions. This includes shape, direction, path, range, and level of movements.
- Time** Involves the rhythm and tempo of a dance, as well as the duration of a performance.

Encinitas Union School District

Materials

Contact information for ordering the following materials is provided in the MAP Network Directory at the end of this publication.

Glendale Unified School District

“Arts are Basic”—Newly revised, standards-based K–6 curriculum in the visual and performing arts with lessons for weekly arts instruction.

Hayward Unified School District

K–6 visual arts handbook aligned with the newly adopted content standards. The district arts team is now experimenting with rubrics and other assessment tools for standards-based curriculum.

Mountain Valley Unified School District

Standards-based lessons developed by teachers and artists integrating language arts and social studies with the visual and performing arts. Focuses on African and African American history and culture. Appropriate for middle school.

Los Angeles Unified School District

Foundational Learning Skills in the Arts, an articulation of the teaching and learning goals embedded in other curriculum which are evidenced by quality teaching in the arts. No charge. Available on LAUSDnet website beginning July 2003.

K–12 Courses of Study in dance, music, theatre and visual arts. Available currently on LAUSDnet website.

Palo Alto Unified School District

Dance/movement lessons for grades 1 through 3, which should be available in fall of 2003. The writing team includes specialists from local universities and BayCAP.

Interdisciplinary (Art and Math) lessons for elementary grades. Also available: lab school format, copy of the Math/Arts Lab School Video.

Capistrano Unified School District

M.I.T.R.E (Model Integrated Tasks with Rubrics and Examples)—a book written by two teachers in the district. This book contains 20 middle school art lessons with color reproductions of the finished products.

Live Oak School District

Rhythm Unit—a 68-page standards-based unit of study for music in grades four and five.

Encinitas Union School District

Arts Charts—Set of posters showing the elements for the visual and performing arts.



I. Curriculum and Instruction: *Instructional Methodology*



Best Practices: All arts disciplines are available for all students and are offered during the school day as part of the core curriculum; instruction focuses on helping students move toward achieving standards in the arts.

Instructional methodology in the visual and performing arts incorporates different teaching methods, including demonstrations, hands-on activities, group discussions, and collaborative learning. Critical reflection and creative expression are nurtured in arts education that is also discovery-oriented and analytical. Teaching strategies are varied and focus on learning in multiple environments, including schools, museums, theatres and other settings.

Identified Best Practices

Most school districts in the MAP Network are providing one or more of the arts as part of the core curriculum. Methods are varied depending on the resources available and the students involved. Several small school districts in the MAP Network are looking at instructional techniques that are effective in teaching the arts. Some districts such as the Palos Verdes Peninsula Unified School District are providing assistants to help teachers experimenting with different teaching methods.

★ Creative and innovative instructional programs are also taking place in small rural communities. For example, a professional art gallery and gallery management class have been added to the high school campus of Healdsburg Unified School District. The gallery is available as a teaching station for the entire district as well as for the high school. Recently, many teachers brought their students to see the gallery's collection of artwork showing artist Gerald Huth's response to 9/11. After their visit, students wrote reflections about this powerful exhibition. When the gallery displayed an African

art exhibit, the various artworks were labeled with their sites of origin, and students were asked to find the locations on maps provided by the gallery.

The gallery project has also provided other means of combining subjects in creative ways. A landscape show, *Of the Earth and From the Earth*, included paintings, pottery, and poetry. The Poet Laureate of Sonoma County gave a reading at the show's opening. Teachers involved their students in writing and creating poetry and pottery inspired by the land and the gallery exhibit.

★ Larger urban school districts usually have more choices for providing rich experiences both inside and outside the classroom. Districts such as San Bernardino City Unified and Los Angeles Unified make use of a combination of subject specialists, artists-in-residence, and community resources to create a culturally enriched learning environment for their students. Active learning through the practice, rehearsal, and creation or performance of works in the visual and performing arts is part of the comprehensive arts education outlined in the Los Angeles Unified School

District's Ten-year plan—a plan that provides learning opportunities for students to develop, strengthen, and expand their talents. In the Los Angeles schools, the visual and performing arts are considered core subjects, each containing a distinct body of knowledge and skills; the Ten-year plan, adopted in 1999, encourages academic rigor in reading, research, writing, and communication about the arts. Students are expected to reflect and participate in arts criticism based on observation, knowledge, and aesthetic criteria.

Works in Progress

In the elementary grades, the arts are usually taught by the classroom teachers. For most schools this means ratcheting up a professional development program in order to give teachers the opportunity to develop skills and knowledge.

- ★ Nearly a third of all elementary schools in the Los Angeles Unified School District are involved in a rotation schedule where dance, theatre, and visual arts are provided for students by arts specialists. Classroom teachers are required to be present and are coached to teach lessons on their own as well. LAUSD schools participating in the arts program are selected through a competitive application process based on readiness. Qualifying schools are also required to demonstrate support by allocating approximately \$1 per student each year. Other than this good will gesture from the schools, the program is financed through the district's general fund. Currently, there are 200 elementary arts teachers in the Los Angeles City Schools.

The district's ten-year arts plan calls for a gradual expansion of arts instruction

so that every K–12 student participates in a balanced, articulated, comprehensive, standards-based arts education including dance, music, theater and visual arts. Sequential instruction will be accomplished by introducing dance, music, theater and visual arts in the elementary grades, focusing on multiple strategies for all arts forms in middle schools, and concentrating on proficient or advanced high school arts coursework for graduation requirements and UC/CSU entrance expectations. The ten-year plan also provides a visionary chart of the curriculum, resources, partnerships, professional development, assessment and evaluation needed to accomplish the district's goals.

- ★ Like many school districts throughout the state, Palo Alto Unified School District discovered little expertise in dance/movement at the elementary level. Two years ago, the arts team with the district's arts coordinator recommended using grant funds to hire teachers with strong dance education backgrounds and experience. The dance pilot/demonstration project involved 42 teachers and 840 students in weekly, one-hour dance sessions. As part of their professional development, teachers were required to be active participants in the classroom sessions and to attend dance workshops.

Overcoming Setbacks

- ★ The 42 teachers who originally participated in the Palo Alto Unified School District dance pilot have seen the value of dance for their students and strongly support it. However, based on pre- and post- surveys, it soon became clear that classroom teachers did not feel they

were experienced enough to teach dance/movement—nor were they able to devote time to workshops which would give them the needed skills. For this reason, the PAUSD dance project has been modified to change its delivery system: dance/movement in the primary grades is part of the instruction provided through the district’s release-time program. Currently, a series of workshops (with stipends) is being conducted for all music and P.E. specialists on the release-time team. Dance artists-educators are providing demonstration lessons in the combined music and P.E. classes until the district music/P.E. specialists are comfortable with the new focus.

- ★ Equity—“all the arts for all students”—has been a concern in the Santa Cruz City Schools. Arts instruction is varied (“from excellent to zero”) across the district. The arts team, composed of parents, specialists, classroom teachers, and administrators, is looking at what is

needed to insure all students equal access to a comprehensive arts education. Still “a work in progress,” recent plans involve program evaluation combined with ideas focusing on sharing resources and restructured schedules.

Materials

Contact information for ordering the following materials is provided in the MAP Network Directory at the end of this publication.

Los Angeles Unified School District

Ten-year plan for the visual and performing arts (1999), a document which outlines visual and performing arts goals, curriculum, course requirements, professional development, assessment, evaluation, resources and partnerships.

Palo Alto Unified School District

Copies of the pre- and post- surveys used in the district’s dance pilot are available. Sets of the dance lessons for primary grades will be available in the fall of 2003.



I. Curriculum and Instruction: *Student Assessment*



Best Practices: Assessment in the arts is standards-based and reflects the essential skills and knowledge specific to each art form (as stated in the arts content standards).

Assessment of students relies on multiple methods of measurement; students are held accountable for their achievement in the arts through a reporting system focusing on evidence of the students' ability to identify, create, describe, compare, analyze, interpret, and evaluate their own work and the work of others.

Best Practices

Arts assessment is the focus of the California Arts Assessment Network (CAAN). The organization is composed of two overlapping groups of arts educators from throughout California. One group, first called the “Ad Hoc Committee on Arts Assessment,” was convened by the California Department of Education (CDE) in 1998. This group of arts educators meet on a voluntary basis to explore standards-based student assessment in the arts. The second group consists of representatives from 20 school districts that received California Department of Education’s Arts Work Grants to work with the statewide committee. The two groups are fused together as the CAAN Network.

The California Department of Education formed CAAN to plan for student assessment in the arts including assessment at the state, district and school levels. Assistance is provided to school districts through training models and materials as well as samples of district arts assessment policies and systems. CAAN also provides an item bank that may be accessed in developing district level baseline assessment tools. The goal is to provide models of how to accumulate standards-based results for reporting student achievement in the arts.

CAAN school districts are developing an arts assessment system that uses multiple measures. The work of the network includes providing examples of selected response and constructed response items, performance assessments, and portfolios. Schools may develop a portfolio system to measure individual student progress toward standards in the arts or include arts assessment in an existing school or district integrated portfolio process.

★ A CAAN grant funded the visual arts assessment developed in the Orange Unified School District in 1998. Originally based on the California State Challenge Standards, the test included 20 items for grade three, 30 for grade five, 40 for grade eight, and 50 for grade ten. The scoring was by school, not by individual student or classroom, since the goal was to gather information about the status of arts education throughout the district. The following year, OUSD added music to the test and cut the number of visual arts items in half at each grade level. Art reproductions were used for the visual arts test, and taped music was provided for specific items on the music test. Over 8000 students were tested during 1999-2000.

In the next phase of the project, the district began to develop web-based CD testing instruments for visual arts and music. This allowed individual students to use the test CD in their classrooms or school computer centers. These electronic tests include both selected response and constructed response items; the district added selected response items in theatre and dance during the 2002-03 school year.

Works in Progress

- ★ An Arts Assessment Cadre has been formed in the San Diego Unified School District to develop assessment tools in the visual and performing arts. Their initial work was to develop K–3 assessments (Kindergarten: dance, grade one: music, grade two: theatre, and grade three: visual arts). The project involves both classroom teachers and artists, and builds their capacity using process portfolios as assessment tools to determine student achievements.

As a first step, the cadre translated the state *Visual and Performing Arts Content Standards* into “teacher friendly” terms and identified what the district expects each student to be able to do in the grade-level designated art form. A writing team began development of a Student Arts Assessment Checklist that is currently being piloted as the basis for the student process portfolio. Feedback from students and classroom teachers will guide the revision of the checklists. Plans are being made to write a teaching guide including the teacher friendly standards; teaching suggestions and strategies; ways to help students assess their own knowledge; suggested contents for the process portfolios; and a scoring guide to help

move students along a standards-based continuum of learning.

- ★ Individual student assessment through the portfolio process of multiple measures is being explored in the San Juan Unified School District. Visual arts teachers at the middle schools level have developed a format for the content of the student portfolio as well as a lesson template that includes assessment criteria and a rubric. The district (through its CAAN grant) continued to develop and administer arts end-of course exams in theatre, music, and visual arts high school classes.
- ★ Capistrano Unified School District is working on assessment rubrics and multiple measure in all four arts disciplines, grades K–12. In phase one, the *Model Integrated Tasks and Rubrics* (MITER-1) project was designed to create standards-based lessons accompanied by quality assessment measures. Twenty standards-based lessons were completed for grade six visual arts with lessons and rubrics currently being developed for grade seven. The arts team is finding the performing arts more difficult to document and evaluate and is moving slowly in the development of assessment tools for students in these areas.
- ★ Different types of assessment are being explored in the Santa Monica-Malibu Unified School District. Teachers have developed a fifth grade instructional music test that serves as measurement of student abilities prior to middle school. The test uses three formats (multiple choice, selective response, and performance) and is based on the state music content standards. The arts team is planning to adopt or develop assessment tools in the remaining three arts disciplines.

- ★ Middle school teachers in Lakeside Union School District have used release time for the development of a rubric for the visual arts. They have shared their rubric with students and parents at both middle schools. The task now is to involve more teachers, providing all staff with information about the rubric model and its use as an assessment tool in arts education.
- ★ *Project Raise* (Reading and Arts Integrated for Student Excellence) in the Lake Elsinore USD is investigating the effects of arts instruction on students' academic performance—specifically in the area of reading. Using visual arts and theatre, *Raise* integrates the arts into reading and language arts as a way to stimulate cognition. In addition, the study seeks to identify the causal relationships between the arts as an education strategy and improved reading skills. The visual arts strand of the project uses the University of New Hampshire's *Picture Writing*; the theatre strand uses *Readers' Theatre* to engage students in reading instruction.
- ★ Alhambra City School District is piloting simple assessment forms based on student reflections about their art. Six

visual arts lessons and assessment have been distributed as part of the district's professional development "buy back" days. Teachers and students discuss the ideas generated by the three-part form.

Overcoming Setbacks

Some districts in the early stages of their arts project have experienced difficulties in training classroom teachers and artists in methods for student assessment that are standards-based and reflect student skills and knowledge. To avoid this problem, Lakeside Union School District started with a small group of teachers and is now ready to move the rubric process to a larger group.

- ★ Lack of necessary technical skills was a problem for teachers in the San Juan Unified School District; the district has scheduled technology workshops to help teachers use the new portfolio process including the lesson plan template and entering data about student work.

Materials

Contact information for ordering the following materials is provided in the MAP Network Directory at the end of this publication.

Student Assessment

Lesson, Circle one: 4th Ranchos 4th Sand 5th Contour 5th Quilt 6th Vase 6th Egyptian

I'm really proud of how I did this assignment because I _____

One fact I learned from this lesson is _____

Next time I'm going to _____

San Juan Unified School District

Visual arts lesson templates including assessment criteria and a rubric for middle school.

Capistrano Unified School District

M.I.T.E.R. - Model Integrated Tasks with Example Rubrics—Model lessons and rubrics for visual arts for grades 6,7 & 8. The 132-page book of tasks and rubrics for grade six visual arts is currently available (grade seven is a work in progress). MITER theatre will be available in the 2003/2004 school year.

Santa Monica-Malibu Unified School District

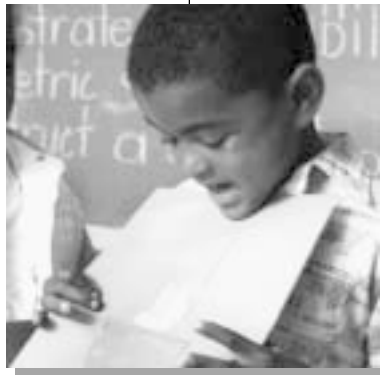
Fifth grade instructional music test (developed by teachers) that serves as measurement of student abilities prior to middle school. The test uses three formats (multiple choice, selective response, and performance) and is based on the state music content standards.

Lakeside Union School District

Rubric for the visual arts, middle school.

Alhambra City School District

Six visual arts lessons for grades four, five, and six, including student assessment.



II. Professional Development: Content



Best Practices: All persons providing instruction in the arts receive professional development focused on strategies for delivering a standards-based arts education program.

Identified Best Practices

★ Over the past five years San Bernardino has had a partnership with the RIMS California Arts Project to provide professional development for visual and performing arts, middle school, and elementary classroom teachers. The professional development content was differentiated to meet the teachers' needs. The elementary focus is to build the generalists teachers' basic content knowledge in one or more of the arts. At middle school the focus has been on developing a humanities approach. The arts specialists' focused on the instructional design and assessment practices needed to teach standards based arts education.

Visual and performing arts teachers developed, implemented, refined and revised standards based units for their arts classroom. The arts teachers engaged in protocols to gather feedback on their units and assessments. Action Research Groups are a major part of the reflective process. Teachers also develop end of course assessment and benchmarks. Middle school teachers created units linking history, language arts and arts. Elementary classroom teachers have had many different levels of RIMS CAP's professional development offerings. These offerings range from introductory series on the elements of art, music, theatre or dance to

more intensive sessions in one or more arts discipline. Elementary classroom teachers make classroom translations ranging from teaching lessons (created as a result of the professional development) to their students, to more in-depth development of standards-based units in a particular arts discipline.

Works in Progress

★ The Improve Children's Arts Now Initiative (I CAN) in the San Diego City Schools is a site-embedded professional development model directed at providing a focused approach to instruction and teacher training in the primary grades (K-3). Students receive weekly arts instruction during a 60-minute arts block (20 weeks divided into two ten-week sessions) where each classroom teacher is paired with a professional artist/performer. Time is provided to allow the classroom teachers and arts professionals to plan and develop lessons. Instead of providing all art forms every year, each grade level focuses on one art form. During phase one of the project, dance/movement was the focus for kindergarten, music was assigned to grade one, drama to grade two, and the visual arts to grade three.

Professional development as well as curriculum focus on the five component strands of the framework and content standards. For example, the kindergarten

dance/movement series introduces ideas about dance elements including place, size, direction, pathways, speed, energy, focus, level, rhythm, weight, flow, and balance. Each part of the class is directed toward the concept of the day with opportunities for students and teacher to create and choreograph dances. Connections to other subject areas have been developed including an ocean unit. Using the concepts of water, wave structure, and ocean, the teacher and teacher-artist collaborated to create a movement exploration that utilized information about the ocean.

By providing shared-teaching opportunities in one of the arts for an extended period of time (30 weeks each year in a two-year program), classroom teachers are able to increase their capacity to deliver arts instruction. As a two-way professional development model, classroom teachers also share their expertise to assist artist-teachers in improving their capacity to deliver arts instruction in an elementary classroom setting.

- ★ Integration of the arts into other subject areas is the major thrust of professional development in the Walnut Valley Unified School District. In order to empower classroom teachers to incorporate arts into their curriculum, the district provides projects and training sessions focusing on *Music and Movement Across the Curriculum* developed by High Scope Educational Research Foundation; *Integrating Science Through Song* and *Art Smart*, both

available through Inventive Designs for Education & the Arts (IDEAS). The WVSD professional development program is also training teachers in the use of *Interactive Arts for Total Literacy*, an early readers program developed by IDEAS to infuse music, movement, and visual arts into language development and reading.

Overcoming Setbacks

Some district arts teams have found resistance from principals and other administrators who want their teachers to be involved in staff development in reading and mathematics, *excluding all other subjects*. In overcoming this problem, districts seem to have taken one or more of the following approaches: using the *Toolkit* to show a need for the arts, building support from teachers and the community, and conducting staff development using curriculum that connects the arts to other subject areas.

- ★ Lake Elsinore Unified School District, for example, has piloted an art program with a strong literacy component that is research-based. School administrators were surveyed and found to be supportive of this approach which is designed to enrich teaching and learning in both subjects.

Materials

California Arts Assessment Network (CAAN)

Find out how the CAAN districts are doing with their arts assessment projects
www.teachingarts.org/CAAN/

II. Professional Development: *Process*



Best Practices: A long-range professional development plan is designed by the district's teachers, administrators, and professional development providers; the plan utilizes a variety of local and state resources to assist with implementation of instructional goals in arts education.

Identified Best Practices

- ★ An innovative visual arts program called SPECTRA is at the heart of the award-winning program in the Palo Alto. Originally funded through a series of grants in the early 1980s, the program has expanded and is now funded by the school district. A key element of the SPECTRA program is its staff development system: every new elementary classroom teacher in the district is given three years of teaching assistance by an art instructional assistant. Prior to classroom assignment, the instructional assistants must complete extensive training in a series of annual workshops led by the district's art coordinator.

The SPECTRA program utilizes the skills and talents of people who are not credentialed but who have strong art backgrounds. Many of the two dozen people on the SPECTRA team are local artists who only want to work a few hours a week; they are hired as part-time employees by the district to teach weekly art lessons for new teachers. This in-classroom-training model is highly successful as well as cost effective. Most of the district's elementary schools now contribute additional funds so that their teachers can continue the program beyond the three years provided by the school district. The Palo Alto art program received the Award of

Excellence from the National Art Education Association with particularly high marks given to effectiveness of the district's professional development program including its cost effectiveness.

- ★ Every elementary school in the Montebello Unified School District has a team of teachers trained as "teacher leaders." This dedicated group has received training in one of three arts disciplines each year (music, visual arts and drama). District arts teachers work with a cluster of schools to support the teacher leaders in strengthening and expanding the arts at individual sites. The district arts teachers are part of a project initiated by a Board member; the project contains funding for special assignment positions so that teachers are able to devote time as arts mentors.
- ★ The professional development process for the arts in San Bernardino City Unified School District has been multifaceted and long term. They began with cadres of arts teachers engaged in Action Research on standards based practice in the arts classroom. Teachers engaged in the Action Research for one to three years. At the same time these teachers engaged in RIMS California Arts Project sessions on "Standards and Assessment in the Arts," Levels One and Two and Invitational Institutes. As teachers deepened their understanding

of standards based practice they shared their knowledge with all of the arts teachers through in-services several times during the school year. As San Bernardino City arts teachers increase standards based practice they are designing assessments for their students, and are developing district-wide end of course assessment and benchmarks for each arts course offered from Elementary School Music to all four disciplines at the high school level. Middle school Language Arts and History/Social Science teachers were engaged in creating a humanities approach to their teaching. As part of the Local Arts Education Partnership Grant Program professional development with RIMS CAP, artist and teachers collaborated on standards based units in the arts connecting them to history, language arts or another arts discipline. They implemented the units and shared the results in after school Action Research sessions. Middle school teachers also participated in RIMS CAP's professional development discipline specific series on Arts and Humanities.

Elementary teachers had a menu of professional development from introduction to the elements of music, art, theatre or dance to intensive work in one arts discipline. Teachers apply what they learn in creating a lesson to building deeper capacity by developing a unit in an arts discipline. Each year two or more arts disciplines are offered for the elementary classroom teacher.

Works in Progress

- ★ During the past three years, approximately 40% of the San Bernardino City Unified School District's 65 visual and performing arts teachers have attended arts institutes and been involved in

RIMS CAP Action Research Groups. Currently, these teacher-leaders are working with RIMS CAP to develop professional development opportunities for the remaining arts teachers.

- ★ Based on a survey of all teachers in the district, Lakeside Union School District developed a plan that includes release time for elementary teachers to attend professional development provided by SouthCAP. Each year, the sessions focus on one of the four arts disciplines. Principals are expected to attend along with their teachers. Artist residencies scheduled at school sites help support the teacher training component of the program.
- ★ Alisal Union School District, working in conjunction with the Monterey County Office of Education and BayCAP, has provided an eight-part Saturday workshop series giving teachers the opportunity to explore dance, music, theatre, and visual arts concepts that can be applied to classroom practice. Teachers can receive up to three units of credit from San Jose State University.
- ★ Los Angeles Unified School District has developed a plan for teacher development in the arts over a ten-month period. The plan is for professional development for elementary and secondary arts teachers.
- ★ Guadalupe Union School District is building their professional development program, one discipline at a time. Newcomers to the MAP Network, GUSD is involving all of their K–8 teachers in the visual arts this year. Three thematic workshops (two in the visual arts and one in dance), have been designed to connect visual arts and reading/language arts content standards. For example, in

one visual arts workshop, figure drawing, writing and the papermaking process were combined. Teachers receive free materials and stipends to attend the series, which is scheduled after school.

- ★ The Model Arts Teacher Program in Castro Valley School District has just completed the first year of a three-year project. Using an incremental approach, the school district has trained and implemented stage one teachers and is planning stage two training. At the completion of stage two, fifty teachers (six per school) will have been trained in arts education.

Overcoming Setbacks

Although classroom teachers are usually expected to teach the arts, few have the necessary training or experience. Professional development is an obvious solution to the problem, but until recently there has been a shortage of funds. The ArtsWorks grants enabled districts to plan and conduct teacher training but unexpected problems have arisen when some school districts in the MAP Network have begun to provide professional development opportunities for teachers. The major problem has been low attendance. As districts have delved into the causes, five major roadblocks have been found:

- ◆ Teachers' feelings of inadequacy in teaching the arts
 - ◆ A perception that the arts are "frills"
 - ◆ Few incentives for attendance and many other demands on teacher time
 - ◆ Lukewarm support from administrators
 - ◆ Lack of teacher involvement in plans for professional development
- ★ Not surprisingly, surveys have shown that teachers are more likely to take advantage of professional development

when both their interest and comfort levels have increased. For example, teachers in Weaverville Elementary School District reported that their professional development series in the arts has not only been enjoyable but—as they feel more comfortable—that they are more likely to teach the arts to their students.

Teachers in the MAP Network are also seeing firsthand how helpful the arts are in the education of their students. This strategy—increasing teacher competency and building awareness—is essential in establishing and sustaining a comprehensive arts education program. School districts in the MAP Network have used a variety of strategies to overcome the problem of low workshop attendance. Some school districts found that providing salary credit motivated teachers. Free art materials and curriculum materials have been used successfully to encourage teachers to attend workshops. In other situations, grant funds have been used to pay teachers for attendance at training sessions held after school, on weekends, or in the summer. Scheduling a convenient time for teachers is an important consideration.

- ★ Some districts have arranged a minimum day for professional development. Bolinas-Stinson Union School District, for example, is using a minimum day in order to provide teachers with information and materials about implementing standards in math and the arts. If any one factor is key to successful professional development, it's the involvement of teachers themselves in all stages of planning and decision-making. Over and over again, school districts report that when teacher representatives have

been involved, there are sharp increases in levels of communication and attendance.

Materials

Contact information for ordering the following materials is provided in the MAP

Network Directory at the end of this publication.

Los Angeles Unified School District

Elementary and Secondary Arts Teacher Professional Development Sequence and Plan, a comprehensive plan for teacher development in the arts over a ten-month time period.



III. Program Administration and Personnel: *Personnel, Resources and Facilities*



Best Practices: The school board supports arts education through adoption of a policy supporting education in the arts for all students. In addition, the district has established leadership in order to coordinate planning, resources, and implementation of the arts education program.

Persons providing instruction in the arts have extensive knowledge and training to teach the arts disciplines that have been assigned to them.

The visual and performing arts are taught in spaces appropriately designed and equipped for the unique requirements of each arts discipline.

Purchase and maintenance of arts materials and equipment is part of the district budget; resources outside the school district are consistently used to support the arts education program.

Identified Best Practices

- ★ An arts policy was adopted by the San Diego Unified School District in 1995. For many years, SDUSD has supported a visual and performing arts department at the district office; this includes a visual and performing arts director, music administrator, and three resource teachers (music, visual arts, and drama/dance).
- ★ In 1999, the Board of Education of the Los Angeles Unified School District unanimously passed a resolution to support a visionary ten-year plan that calls for the participation of every K–12 student in a balanced, articulated, comprehensive, standards-based arts education including dance, music, theater, and visual arts. The essential guiding principles of the arts program for the district are based on five goals:

The goal for students is:

- I. To provide a substantive program of sequential and comprehensive curriculum, instruction and assess-

ment in dance, music, theater and visual arts in grades K–12.

The goal for teachers is:

- II. To sponsor year-round professional development programs for administrators, general classroom teachers, arts teachers and artists working in schools that are aligned with the District’s arts standards, curricula and assessments.

The goal for the arts community is:

- III. To develop partnerships with public and private community arts organizations and with businesses to offer fiscal and programmatic support to augment and complement the District’s arts education goals.

The goal for the public is:

- IV. To understand how to develop, utilize and employ print, electronic and multimedia to communicate the resources, needs and vision of the District Arts Education Plan to the broadest constituency in Southern California.

The goal for the district is:

- V. To evaluate the impact and effectiveness of the District Arts Education Plan by using concrete assessment and evaluation data to inform the progress and plans being made in arts education in the district.

Local arts and arts education providers in dance, music, theatre, visual arts, museum, opera, multi media, photography and film/video regularly contribute to the lively arts within the Los Angeles Unified School District. These agencies review their contributions and align them to the student learning goals of the district through a newly initiated “Evidence Guide” which provides an entry to discussions about how outside services are fulfilling the student learning goals and arts standards of the district.

The Arts Education Branch of the LAUSD is uniquely staffed by eight central office arts specialists and eleven coordinating local district advisors. This group meets regularly to determine the ongoing instructional needs at all grade levels, across curriculum, and between schools.

- ★ Smaller school districts in the MAP Network have also established leadership in order to coordinate planning, resources, and implementation of the arts education program. Two arts administrator/coordinator positions have been maintained in the Palo Alto Unified School District for over twenty-five years. Although several people have held these positions—one in music and one in the visual arts—the result is a single vision and focus on providing quality arts education for students. The

district and community are proud of the district’s highly visible art and music programs; when tight budgets have resulted in discussions about eliminating the positions of art and music coordinators, strong support from principals, teachers, and members of the community resulted in the arts leadership remaining intact.

In many elementary schools throughout California, music taught by credentialed music teachers is often the norm. The visual arts are taught in most districts by classroom teachers, credentialed art teachers, artists working in the schools, and/or parent volunteers. Currently, dance and theatre are less commonly taught on a regular basis although more programs are being implemented since the adoption of the state content standards.

- ★ Capistrano Unified School District utilizes credentialed teachers with extensive knowledge and training to provide a “block music” program for all students in fourth and fifth grade. In 1987, the district’s elementary music teachers, two instrumental and two vocal, were placed on a team to provide sequential curriculum for students while giving a “prep period” for teachers. Student participating in the “block music” program receive two forty-minute music lessons every week.
- ★ Hayward Unified School District also provides music instruction through a contracted weekly teacher preparation period. Students in grades one through four receive 25 minutes, twice a week. Music in grades five and six is a pullout program while music in grades seven through twelve is offered as an elective. A policy directive sponsored by the district office and adopted by the School

Board has also resulted in this strong music component in the district's core curriculum.

- ★ In the 1980s, Alameda City Unified School District was forced to reduce staff and many music instructors were eliminated. Now the district provides an hour a week of music instruction for all elementary students (grades 1–5) as part of teacher release time. The District's music specialists include vocal, Kodaly, Orff-Shulwerk, and general music along with dance instruction as part of the program.
- ★ Music instruction as release time for collaborative teacher planning is also a key element of in Palo Alto Unified School District. Students in the upper elementary grades receive music instruction from credentialed music teachers for two 40-minute periods every week. In the primary grades, music teachers team with physical education teachers to provide an hour of release time. A dance/movement program is currently being piloted in the primary grades; the project utilizes dance education specialists to train the release-time team of credentialed teachers in lessons that bridge P.E. and music.
- ★ In 1975, volunteers in the Palos Verdes Peninsula Unified School District developed Art at Your Fingertips—a series of five visual arts lessons taught at every grade level, K–6. Over the years, the program has grown; independent sister programs have developed in neighboring communities including Young at Art, Hands on Art, Art to Grow On, and Adventures in Art.
- ★ Weaverville Elementary School District (a two-school district) reports that board members have continually supported a

full-time music program for many years. All K–6 students have weekly or bi-weekly music instruction while students in grades 5 through 8 may choose to play in one or more bands *and* receive individualized music instruction.

Works in Progress

- ★ For the past two-and-a-half years, the Alameda County Office of Education has been conducting monthly arts meetings for school districts. The goal is to provide leadership and share information with school boards, PTAs, and other community organizations. The ACOE plans to collect *Toolkit* data from the nine schools districts in the region—compiling the information and using it as both a communication and advocacy tool. This particular model of utilizing resources at a county Office of Education works well when the COE is geographically located within easy commute from the many district offices in the region.
- ★ One way to be sure that the visual and performing arts are taught in spaces appropriately designed and equipped for their unique requirements is to have input in district construction plans for new school sites. The Los Angeles Unified School District, the largest district in the state, is involved in the largest public works building project on the West Coast with 167 projects slated for development by 2006. There will be 85 new schools as well as 62 additions and extensions to current sites. In early 2000, the arts education branch of LAUSD was asked to provide specifications and requirements for appropriate arts facilities in these new construction projects so that instruction could be conducted in safe, appropriate, and well-designed spaces.

Overcoming Setbacks

- ★ Pioneer Union School District has faced the problems that result from declining student enrollment. Nearly half of the staff and administration were released, causing severe setbacks in the district's plans for arts education. A visual arts teacher and the K–8 dance teacher were lost. Planning and fundraising by the district's arts team has resulted in the reinstatement of the visual arts program and increases in professional development for the arts.
- ★ Travis Unified School District was experiencing a lack of adequate facilities for drama and choir. The school community worked together and as a result a brand new 3,800 square foot building has been erected for music and theatre students.

Materials

Contact information for ordering the following materials is provided in the MAP Network Directory at the end of this publication.

Capistrano Unified School District

Middle School Content and Performance Curriculum Guidelines. This is the district's middle school (board adopted) standards with model tasks in the arts.

Hayward Unified School District

A policy directive sponsored by the district office and adopted by the HUSD School Board.

San Diego Unified School District

District arts policy (adopted by the SDUSD Board of Education in 1999)



III. Program Administration and Personnel: *Funding*



Best Practices: Funding for the arts program is ongoing and stable; decisions regarding the funding of the programs are made collaboratively at the district level and the school-site level.

Arts leaders and instructors participate in the budget process that funds arts facilities, equipment, materials, staffing, programs, and other resources.

Identified Best Practices:

- ★ Parents and community can be a source of financial support for arts programs in the schools. Some districts such as Piedmont Unified School District have strong arts advocacy organizations that have also provided financial support for arts programs. Citizens Highly Interested in Music Education (CHIME) supports the performing arts, while Promote Arts IN The Schools (PAINTS) is a volunteer support group for the visual arts. PAINTS and CHIME not only help to support the programs with extra funding, but also provide volunteer support at openings, performances and exhibitions.
- ★ The Educational Foundation in Mesa Union School District assures K–8 instruction in the visual arts by funding the district’s release time program. The Foundation is made up of twenty community members including parents and business leaders. In partnership with a local biotech company, the foundation has been able to fund a variety of educational and professional development programs from the education division of the Performing Arts Center of Los Angeles County.
- ★ The Berkeley Unified School District has established an arts coordinator position thanks to the energy and enthusiasm of the Berkeley Arts in Education Steering Committee (BAESC). The group was responsible for surveying Berkeley’s schools and making recommendations to the district’s Board of Education. At every BAESC meeting, the topic of an arts coordinator arose and many ideas for funding were always suggested. The position finally became a reality through a combination of a parcel tax and funds from the Public Education Foundation, Berkeley Schools Excellence Project, and the East Bay Community Foundation.
- ★ Non-profit organizations such as the Albany Music Fund and SchoolCARE in the Albany Unified School District funds the district’s elementary arts specialists. Faced with budget shortfalls last year, parents and community united in an extensive fundraising effort to maintain arts offerings for students. Two non-profit foundations were established to do this work. The Albany Music Fund raised sufficient funds to reinstate 1.7 FTE’s of music offerings. SchoolCARE funded a wider variety of classes, including the elementary performing arts

specialist for a second year. With anticipated cuts for next year, these foundations will continue their aggressive fundraising efforts.

- ★ The Palo Alto Foundation for Education is a source of mini-grants for program enrichment projects while another community group, Palo Alto Parents and Professionals for Art (PAPPA), provides after-school art classes at all the elementary schools in the Palo Alto Unified School District.

Cuts in program funding are more difficult when they are part of negotiations with teachers. For this reason, school districts utilizing credentialed arts teachers as part of the release-time programs have more secure visual and performing arts programs. Music instruction seems to be most commonly used subject for contracted teacher release-time periods. Several school districts in the MAP Network provide weekly teacher preparation time through music instruction for students in some or all of the elementary grades. How this program looks in individual school districts can be found in the section on personnel, resources and facilities.

Works in Progress

- ★ Some districts receive part of their arts funding from taxes approved by voters. Once the Santa Cruz City School District developed goals and long-range plans for the arts, advocates were able to clearly articulate what a basic program would cost. A community survey indicated clear support for including the arts in a parcel tax campaign. It was estimated that the tax would cost property owners between \$70 and \$100 a year, with \$20 of the amount going to support K–6 art and music. The cam-

paign committee for the parcel tax included key community business leaders, individuals from the city council, local arts organizations, and university representatives. A great deal of hard work paid off, and 72% of the voters approved the tax.

The Santa Cruz City School district publishes an arts newsletter that keeps the community informed and continues to build advocacy. The newsletter, called *The Arts are Smart*, is published twice a year (November and April) and is translated into Spanish. Bulk mailing rates allow it to reach every student household, as well as key business leaders in the community. Through constant communication and advocacy efforts, SCCS has been able to establish the arts as a core discipline in the district's strategic plan. Funding for an arts coordinator and credentialed arts teachers are just two results of these efforts.

- ★ Alisal Union School District in Salinas has published the "Fine Arts Newsletter" for over a decade. Its purpose is to inform staff of the various arts events within the district. Distributed through the district's mentor teacher program, articles in the newsletter focus on the benefits of arts education, information about the MAP Network, biographies of arts teachers, and visual and performing events, including fundraising.

Other districts are searching out additional sources of funding from their communities: for example, upgraded facilities for music, theatre, and art at the high school level are part of a general building project funded by a tax override voted in by Palo Alto residents.

- ★ Fundraising events such as Lakeside Union School District’s Run for the Arts are held to support artist-in-residence programs at each school. The Lakeside fun run and two-mile race is part of an arts festival sponsored by the school district, the PTA, and local arts partners. The festival includes hands-on arts experiences for students, parents, and the community; each school takes responsibility for an arts activity and has a table and backdrop to display student artwork. In addition to funds raised from the festival, letters are mailed to community businesses encouraging them to make donations to the annual fundraiser. All profits are distributed equally among the school sites to support a variety of arts education projects.
- ★ An instrumental music pilot for grades four and five schools has helped to establish music as part of the core curriculum in Title 1 schools in the Santa Monica-Malibu Unified School District. Currently, three out of the four Title 1 schools have music instruction in the upper elementary grades.

Overcoming Setbacks

Over the past five years, many schools districts have been actively seeking grant money to establish or expand their arts programs. The California Department of Edu-

cation has also been a source of funding for arts education programs including the MAP Network. Organizations such as the Packard Foundation and Cultural Initiatives/Silicon Valley have also provided grants for arts education. When the economy is weak, however, many of these funding sources dry up. Even in good times, funding isn’t forever: built into grants is the expectation that schools will eventually find other ways to finance arts education.

Most grant receiving districts are developing arts programs with the idea that teachers and the community will see the enormous good the arts provide for students. Widespread support for arts education is the way these arts education advocates hope to obtain a piece of the financial pie. Arts programs that have been firmly rooted into district-wide plans and budgets are more likely to be maintained. However, in times of financial hardship, the arts are prone to cutbacks no matter how they are funded. Districts will need to continually search out innovative solutions to this perpetual problem.

Materials

Lakeside Union School District

Run for the Arts and *Arts Faire*—flyer and information about this annual fundraising event.



III. Program Administration and Personnel: *Partnerships and Collaborations*



Best Practices: The visual and performing arts programs (including curriculum) are enhanced through collegial relationships with artists and other resources within the community.

Parental involvement is encouraged through school organizations designed to support and enrich students' education in the visual and performing arts.

Identified Best Practices

- ★ Several school districts in the MAP Network have had the support of community resources. The “ArtShop” program in the Bolinas-Stinson School District started in 1972 with the support of parents, artists, and community volunteers who were convinced of the importance of the arts in their students' education. At first, instruction took place in dilapidated buildings, but the program finally expanded into new facilities, utilized a substantive curriculum, and received many awards for in-depth learning in the visual arts. The Bolinas-Stinson success could not have come about without the commitment of a strong, experienced, involved arts teaching staff. Exhibitions of student work, video presentations, and reports have been used to provide information about student learning and accomplishments. Ongoing communication by the art staff with other teachers and the community has resulted in a deepening respect for the ways the arts can enhance education.
- ★ The Walnut Valley School District subscribes to the educational program offered by the Performing Arts Center of Los Angeles County. This entitles the schools to benefits such as a teacher workshops and reduced costs for artist residencies and assemblies. The Music Center also provides a Music Mobile so that Walnut Valley third graders are introduced to instruments of the orchestra.
- ★ Los Angeles arts and arts education providers regularly contribute to the lively arts within the LAU school district. Professionals in dance, music, theatre, visual arts, museum, opera, multi media, photography and film/video work in the classroom and are rich resources. The district's partnerships with public and private community arts organizations offer support to augment and complement the District's arts education goals. Arts providers are expected to review their contributions and align them to the student learning goals of the District through a newly initiated “Evidence Guide.”
- ★ “Strong and long” describe the partnerships formed in the Palos Verdes Peninsula Unified School District. For more than two decades, the district's art and music programs have been enhanced by the Palos Verdes Art Center, the Peninsula Committee for the Los Angeles Philharmonic, and an organization called Friends of School Music. The Peninsula Education Foundation has provided major financial support for elementary music.

- ★ The Fine Arts Advisory Board (FAAB) of the San Juan Unified School District is developing a strategic plan with the help of the Arts and Business Council of Sacramento, a volunteer group that promotes partnerships between the business community and arts organizations.
- ★ Business and community partnerships have supported arts education for all students in the Encinitas Union School District. The organizations providing assistance with the district's arts program include the Barnes and Noble Bookstore, Poinsettia Performing Arts in the Classroom, and the newly formed Lux Art Institute which provides artists-in-residence. Barnes and Noble provides space for students to perform and display their art. SouthCAP and the Institute for Arts Education have also been a strong leader in the district's professional development program.
- ★ Summer arts camps are available for students in the Oakland and Berkeley Unified School Districts. These opportunities have been made available through partnerships with Ailey Camp/Cal Performances of U.C. Berkeley and the Cazadero Music Camp.
- ★ The Alameda and Santa Cruz County Offices of Education are members of the MAP Network who provide assistance in the arts for schools in their regions. The Santa Cruz County Office of Education forms a hub linking the nine districts in the county and other agencies. Major goals of the Santa Cruz arts project are
 - ◆ Providing arts information to the schools
 - ◆ Coordinating curriculum development
 - ◆ Providing professional development in the arts that is standards based

- ◆ Taking a leadership role by partnering with small districts with limited resources

Santa Cruz has strong, experienced leaders with arts background who provide expertise and who coordinate a sustainable revenue stream for the arts.

- ★ The Alameda County Office of Education has developed a countywide infrastructure dedicated to the advancement of arts learning for all Alameda students. A full-time arts education coordinator conducts monthly meetings of the nine MAP Network coordinators in the county. Working with the ACOE, member school districts have developed a vision and mission statement along with a three-year strategic plan. The project shares information, brings resources together for schools, and develops collaborative advocacy. The "Alliance for Arts Learning Leadership" brings schools, parents, and other community members together with arts organizations and the business community. The ACOE provides technical assistance with grant writing, completing the MAP *Toolkit* surveys, and advocacy.

Works in Progress

- ★ Mountain Valley Unified School District, an isolated rural district, has come to rely on strong support and vision for the arts at the Trinity County Office of Education. In 1997, the Trinity COE and the Trinity County Arts Council formed a partnership and received a Local Arts Education Partnership grant from the California Arts Council. This program teams local artists with teachers.

The Trinity County *Artists-As-Educator's Directory* lists all artists and arts specialists screened for work in

classrooms. This annual document provides a network of community resource people in the arts. Artists and teachers learn from one another to create a unique type of professional development. The directory also includes information about how the county Arts Heritage Docent and Artists-in-Schools programs work. A countywide Young Artists' Showcase is held annually featuring student artwork, and sharing the collaborative efforts of schools and artists.

- ★ Burnt Ranch and Weaverville Elementary School Districts also form part of the county's arts network — meeting monthly for professional development, curriculum development, and strategies for program evaluation.
- ★ Dance/movement—the subject seen as the area of greatest weakness in most school districts is the focus for professional development in the Albany Unified School District. The project is in its early stages and will be utilizing *Luna Kids Dance*—a non-profit group of dance educators headquartered in the community. Luna is conducting a series of four language development and movement workshops for teachers as well as Saturday sessions for students and their parents. Each elementary school will be introduced to movement and language development workshops with in-depth follow-up planned for the future.
- ★ Palo Alto's emerging dance program relies on the skills of specialists from the University of Santa Clara and from *Dance Visions*, a community non-profit dance company. The dance specialists have conducted professional development for classroom teachers and for teachers on the release-time team. They

are currently involved in writing, editing, and revising sets of dance lessons for the primary grades.

- ★ The *Children's Integrated Art Experience* is the result of collaboration between the San Diego Unified School District and the Spanish Village Arts Center, located in Balboa Park. During the 2001-02 school year, all fifth grade students and classroom teachers visited the Spanish Village Art Center to attend a 65-minute visual arts class with a professional artist. During the session, students and teachers created artwork that reflected the process involved in artistic thinking. The project allows teachers to work collaboratively with an artist to bring artistic concepts and projects back to their classroom. Resource guides help teachers extend the experience in ways that support cross-curricular learning.
- ★ ArtSpring was founded in the fall of 2000, obtained 501 (c) (3) status, and serves as the arts grants administrative arm for the St. Helena Unified School District. The ArtSpring Foundation also hires artists and dance/theatre instructors as part of classes in summer school and intercession classes designed to utilize the arts to improve students' basic skills. In addition to its work with St. Helena schools, the organization runs a program called "Community Arts" that provides visual arts classes and interdisciplinary arts camps for students in grades K–8. Most of what ArtSpring's accomplishments are due to volunteer work.
- ★ Pasadena Unified School District has been holding teacher meetings at the district's new K–8 Arts Magnet school but have also taken advantage of the generous offers of meeting space from

community groups including the Norton Simon Museum, Pacific Asia Museum and the Huntington Library.

- ★ A partnership with the City of Glendale's Arts and Culture Commission channeled funds from a California Arts Council grant to the arts programs in the Glendale Unified School District. As a result, the district has been able to implement its standards-based arts curriculum, "Arts are Basic," in a series of professional development workshops for representatives from each of the elementary schools. The grant funds from the Commission have also provided time and training for arts teachers at the secondary level allowing them to bring instructional materials and methodology in closer alignment with the state content standards. Glendale USD is one of the few districts in the state that has been able to maintain a strong high school arts program with credentialed teachers in all four of the visual and performing arts.

The GUSD has formed partnerships with three performing arts groups, which provide educational experiences for students: A Noise Within develops educational packets with teachers' guides to accompany the performances of this classic repertory theater group. Nearly 1800 Glendale students from all grade levels participated in dance workshops at the Alex Theatre; the dance company also contributed buses to transport students. An annual student production is coordinated by the Stepping Stone Players who donate their time to work with K–12 students during the summer months.

- ★ A wide variety of arts partnerships are being formed in the Santa Monica-Malibu Unified School District. Stu-

dents learn dance through a local dance studio and are participating in a program offered through the Santa Monica Museum of Art. The district has contracted with the 18th Street Arts Complex to provide visual, theatre, and dance artists in the classroom. Free concerts and performances are provided by the Santa Monica Community College. The district continues to explore options for visual and performing arts education by tapping the many resources available in the community.

- ★ *Stairway of the Stars* is a two-day annual concert that includes the vocal and instrumental music programs in the Santa Monica-Malibu Unified School District. Approximately 1,000 students participate in this program held annually at the Santa Monica Civic Auditorium. Collaboration with the city allows the use of the facility for only the cost of the theatre staff and operating expenses. *Stairway to the Stars* is a highly valued tradition; it not only provides a professional experience for students but also involves parent volunteers in an event that serves as a strong advocacy tool.

Overcoming Setbacks

- ★ Some school districts have encountered problems with their local partnerships. For example, Oakland Unified School District had difficulties when some of the arts organizations were late with payments they shared with the district. OUSD was able to solve the problem when the district's arts coordinator interceded with the schools and the district's accounting office. However, this difficulty could have been avoided if a clear written agreement had been worked out in the early stages of the project.

The OUSD arts office has also been able to help the City of Oakland with a special funding program—“Arts in Education”—which grants substantial funding for arts organizations which provide arts to K–12 schools. Many of these have difficulty finding the right schools to approach with the services they wish to provide. The district’s arts office has been helpful in linking arts organizations to appropriate schools, thereby qualifying them for city grants.

Materials

Contact information for ordering the following materials is provided in the MAP Network Directory at the end of this publication.

Trinity County Office of Education

Artist-As-Educators Directory is an annual publication listing all artists and arts specialists who have been screened for work in classroom. Information includes how the county Arts Heritage Docent and Artists-in-Schools programs work.

Los Angeles Unified School District

Newly initiated “Evidence Guide” which provides arts providers with an entry to discussions about how outside services are fulfilling the student learning goals and arts standards of the District.



IV. Program Evaluation: *Self Study to Determine Strengths and Needs*



Best Practices: The visual and performing arts program is evaluated periodically to identify its strengths and areas of need.

Both internal and external qualitative and quantitative data are collected and used to evaluate the arts program.

Identified Best Practices

The *Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process* (CDE Press, 2001) is a primary resource for school districts as they move toward establishing quality arts programs. This flexible self-study and planning process encourages investigation and inspires the action needed to provide students with a quality and comprehensive arts education. Using the forms in the *Toolkit*, districts analyze their current programs and compare the results of their analyses with the criteria that they agreed constituted “best practices.” Districts then articulate their vision of teaching and learning in the arts and develop a mission statement and an action plan.

The *Toolkit* features a self-assessment questionnaire and inventory, a program quality indicators matrix, an arts education program implementation continuum, and templates for written report and action planning. The Arts Education Program Inventory (also found in the *Toolkit*) provides detailed information that can be used to identify arts education needs and to develop an action plan.

The MAP Network places a strong emphasis on forming a District Arts Team to review and guide the ways in which arts education programs are delivered. Utilizing a

team also provides an extremely important benefit: it creates awareness of arts education programs; members serve as advocates within the entire local community. Participating districts have found the team process provides educators with a focus for improving the quality and variety of arts education programs that build on what is already in place.

The Arts Education Program Implementation Continuum (contained in the *Toolkit*) is a tool that school districts may choose to use in planning and improving the arts programs that they provide for their students. The Continuum is used by a district arts team to assess the elements of an arts education program in a district. The areas that are assessed are called “focus areas.” Criteria have been organized under each of the focus areas on the continuum. The criteria are further grouped into three levels: Foundation, Building, and Best Practices. The Continuum is designed to generate conversation, stimulate research, build consensus, enhance decision-making, and support planning.

The self-study process reveals a great deal about the quality of visual and performing arts programs within a district. Once the findings from using the *Toolkit* have been gathered it is time to make the information public in an arts education report. The arts

education report makes explicit the current status of an arts education program and the elements that remain to be completed. The report sets the stage for developing a long-range plan and provides information to the arts team, the school board, district teachers and administrators as well as city government officials.

Creating an action plan is a multi-step process that requires group participation and research. An action plan involves writing goals, implementing tasks, and creating a time frame. The plan is held together by a mission statement which focuses attention on the values and purpose that the arts education program serves. Although the responsibility of writing a mission statement typically falls to the district arts team, the statement will be more effective if many members of the school district and community have reviewed, discussed, and commented on it.

Examples and suggestions for the writing of a mission statement and the development of an action plan can be found in the section of the *Toolkit*, “Taking the Next Steps.”

An action plan typically includes information that attempts to answer the following questions:

- ◆ Goals: What do we want?
- ◆ Implementation tasks: How will we achieve our goals?
- ◆ Budget implications: How is the task funded?
- ◆ Persons responsible: Who will complete the task?
- ◆ Time frame: What is the schedule?

Collectively, the information gathered through the *Toolkit* paints a full and exacting picture of the current arts education program in a district. The materials in the *Toolkit* were designed to be standards-

based and data-driven while also providing flexibility in the self-study process. The *Toolkit* was developed to help districts to explore the variety of ways possible to plan and achieve a quality arts education program.

- ★ The Arts Education Branch of the Los Angeles Unified School District conducts annual evaluations of its current program service to schools and teachers. Techniques include interviews, evaluation forms, and pre- and post-testing formats. These diagnostic tools investigate the longitudinal goals of a fully articulated K–12 dance, music, theatre and visual arts program. Outside evaluators including the Rand Group, Evaluation Training Institute, and California State University at Los Angeles have conducted exhaustive and thorough examination of the program effectiveness of the Ten-Year Arts Education plan (adopted in 1999 by the school district’s Board of Education).

Works in Progress

- ★ The use of the *Toolkit* has stimulated dialogue about arts education, focusing schools and districts on both their strengths and areas of need. The Bolinas-Stinson Union School District reports that this self-study tool has helped shape arts programming and professional development in the arts as a direct result of evidence found in the *Toolkit* process.
- ★ The nine school districts in Alameda County (as part of the Alliance for Arts Learning Leadership) have been meeting for over a year. The County Office of Education is collecting *Toolkit* data from these districts so that information can be used as a communication and advocacy tool.

Overcoming Setbacks

Several school districts in the MAP Network found that it wasn't enough to just send out a survey to be filled out by principals and/or teachers. Forms and other paperwork had a tendency to sift to the bottom of the "to do" stacks. Some project coordinators solved this problem by using grant money to train people to work with the schools to complete the needed surveys. Follow-up visits to explain the results of the survey turned out to be productive and involved both the teachers and community in the self study.

- ★ Fremont Unified School District is in its second year of the MAP Network. At first glance, completing the Toolkit surveys seemed daunting. After attending MAP Network seminars and learning from other MAP school district coordinators, Fremont saw the value of establishing a widely representative District Arts Team to complete the *Toolkit* forms. The dialogue generated by completing the survey forms is moving the district towards identifying needs and planning for the future.
- ★ When Lakeside Union School District experienced difficulties completing the Program Quality Indicators in the *Toolkit*, they overcame the problem by training the district arts team members, which has a representative from each school, in the use of the survey. Another strategy of LUSD's was to enlist the help of the district's principals during a management team meeting; the principals returned to their schools and asked teachers to complete the survey in grade level teams. The staff then compiled the results into a single survey for their school.

LUSD also discovered the importance of having accurate budget information for the inventory data collection. The project coordinator overcame the problem by meeting with the district's budget analyst or business manager to gain a complete picture of budget expenditures for the district. Business offices can run reports (budget expenditures) for the entire district as well as individual school sites. The Lakeside project coordinator found that additional financial information could be gathered from individual sites by working with the principal, the clerk or secretary who handles school discretionary funds, and the PTA/PTSA treasurer.

- ★ Piedmont Unified School District is in the second year of the MAP Network. As experienced in other school districts, some setbacks occurred in completing the *Toolkit* surveys; however, the problem was compounded due to staff changes and changes in the membership of the district arts team. Strategic planning by the MAP Network coordinator and the district curriculum director resulted in a plan that focuses on the elementary level to determine how the arts fit into the sequential program.

Materials

Contact information for ordering the following materials is provided in the MAP Network Directory at the end of this publication.

Los Angeles Unified School District

Forms for program evaluation and pre- and post- testing from the Los Angeles Unified School District.

MAP NETWORK DIRECTORY

2002-2003

Alameda County Office of Education

313 W. Winton Avenue
Hayward, CA 94544-1198
Grade levels in county: K-12
Number of schools: 335
Number of students: 218,992
Number of years in the MAP Network: 3
Urban, suburban, rural schools in Alameda County
Contact: Louise Music
lmusic@acoe.k12.ca.us
(510) 670-4174

Alameda Unified School District

2200 Central Avenue
Alameda, CA 94501-4411
Grade levels in school district: K-12
Number of schools: 20
Number of students: 10,581
Number of years in the MAP Network: 1
Urban school district in Alameda County
Contact: Marlene Grcevich
mgrcevich@attbi.com
(510) 522-0972

Albany Unified School District

Albany High School
603 Key Route Blvd.
Albany, CA 94706
Grade levels in school district: K-12
Number of schools: 6
Number of students: 3,020
Number of years in the MAP Network: 1
Urban school district in Alameda County
Contact: Joan Sextro
divajjs@yahoo.com
(510) 558-2575

Alisal Union Elementary School District

1205 E. Market St.
Salinas, CA 93905
Grade levels in school district: K-6
Number of schools: 10
Number of students: 7,926
Number of years in the MAP Network: 2
Urban school district in Monterey County
Contact: Raquel James
pesarinho@hotmail.com
(831) 796-3914

Berkeley Unified School District

1500 Derby St. #509
Berkeley, CA 94703
Grade levels in school district: K-12
Number of schools: 16
Number of students 9,607
Number of years in the MAP Network: 2
Urban school district in Alameda County
Contact: Suzanne McCulloch
Suzanne_McCulloch@berkeley.k12.ca.us
(510) 644-8772

Bolinas-Stinson Union School District

125 Olema-Bolinas Rd.
Bolinas, CA 94924
Grade levels in school district: K-8
Number of schools: 1
Number of students: 159
Number of years in the MAP Network: 3
Rural school district in Marin County
Contact: Harriet Kossman
hkossman@earthlink.net
(415) 868-1603 ext. 215

Burnt Ranch Elementary School District

Box 39, School House Road
Burnt Ranch, CA 95527
Grade levels in school district: K-8
Number of schools: 1
Number of students: 75
Number of years in the MAP Network: 4
Rural school district in Trinity County
Contact: Sandra Sterrenberg
ssterre@tcoek12.org
(530) 629-2543

Capistrano Unified School District

32972 Calle Perfecto
San Juan Capistrano, CA 92675
Grade levels in school district: K-12
Number of schools: 46
Number of students: 45,074
Number of years in the MAP Network: 2
Suburban school district in Orange County
Contact: Barbara Scholl
bscholl@capousd.org
(949) 489-7441

Castro Valley Unified School District

4400 Alma Ave.
Castro Valley, CA 94546-3104
Grade levels in school district: K-8
Number of schools: 14
Number of students: 8,042
Number of years in the MAP Network: 1
Urban school district in Alameda County
Contact: Cheryl McElhany
cmcelhany@cv.k12.ca.us
(510) 537-9558

Encinitas Union School District

101 So. Rancho Santa Fe Rd.
Encinitas, CA 92024
Grade levels in school district: K–6
Number of schools: 9
Number of students: 5,582
Number of years in the MAP
Network: 4
Suburban school district in San Diego
County
Contact: Kathie Jenuine
kjenuine@eusd.k12.ca.us
(760) 944-4300 est. 735

Fremont Unified School District

4926 Wheeler Dr.
Fremont, Ca 94538
Grade levels in school district: K–12
Number of schools: 41
Number of students: 30,691
Number of years in the MAP
Network: 1
Urban school district in Alameda
County
Contact: Kim Parker
moranbobkim@aol.com
(510) 683-6724

Glendale Unified School District

223 N Jackson
Glendale, CA 91206
Grade levels in school district: K–12
Number of schools: 30
Number of students: 30,314
Number of years in the MAP
Network: 1
Suburban school district in Los
Angeles County
Contact: Mathew Schick
Mschick@gusd.net
(818) 249-5871 ext. 3106

Guadalupe Union School District

PO Box 788
Guadalupe, CA 93434-0778
Grade levels in school district: K–8
Number of schools: 2
Number of students: 1,185
Number of years in the MAP
Network: 1
Rural school district in Santa Barbara
County
Contact: Linda Denton
ldenton@sbceo.org
(805) 343-1339

Hayward Unified School District

Lorin Eden Elementary School
27790 Portsmouth
Hayward, CA 94545
Grade levels in school district: K–12
Number of schools: 33
Number of students: 24,205
Number of years in the MAP
Network: 2
Urban school district in Alameda
County
Contact: Julie Harcos
Hha_art@lmi.net
(510) 293-8509

Healdsburg Unified School District

925 University St.
Healdsburg, CA 95448-3500
Grade levels in school district: K–12
Number of schools: 6
Number of students: 2,913
Number of years in the MAP
Network: 1
Urban school district in Sonoma
County
Contact: Sally Baker
sbaker@husd.com
(707) 431-3420

Lake Elsinore Unified School District

545 Chaney St.
Lake Elsinore, CA 92530
Grade levels in school district: K–12
Number of schools: 19
Number of students: 17,178
Number of years in the MAP
Network: 3
Rural school district in Riverside
County
Contact: Nancy Andrzejczak
Nancy_Andrzejczak@leusd.k12.ca.us
(909) 674-7731 ext. 240

Lakeside Union School District

12335 Woodside Ave.
Lakeside, CA 92040-0578
Grade levels in school district: K–6
Number of schools: 11
Number of students: 4,644
Number of years in the MAP
Network: 4
Rural school district in San Diego
County

Contact: Sam Mershon
smershon@sdcoe.k12.ca.us
(619) 390-2611

Los Angeles Unified School District

333 So. Beaudry, 25th floor
Los Angeles, CA 90017
Grade levels in school district:
Pre K–12
Number of schools: 782
Number of students: 721,346
Number of years in the MAP
Network: 4
Urban, suburban school district in
Los Angeles County
Contact: Richard Burrows
Richard.burrows@lausd.net
(213) 241-6449

Mesa Union School District

3901 No. Mesa School Rd.
Somis, CA 93066
Grade levels in school district: K–8
Number of schools: 1
Number of students: 555
Number of years in the MAP
Network: 2
Urban school district in Ventura
County
Contact: Lynne Slidders
lslidders@mesa.k12.ca.us
(805) 485-1411

Montebello Unified School District

123 So. Montebello Blvd.
Montebello, CA 90640
Grade levels in school district: K–12
Number of schools: 28
Number of students: 34,794
Number of years in the MAP
Network: 4
Urban school district in Los Angeles
County
Contact: Janet M. Torncello
Torncello_janet@montebello.k12.ca.us
(323) 887-7900 ext. 7924

Mountain Valley Unified School District

PO Box 339
Hayfork, CA 96041
Grade levels in school district: K–8
Number of schools: 5
Number of students: 489
Number of years in the MAP
Network: 3

Rural school district in Trinity County
Contact: Nancy Jackson
nancyj@tcoek12.org
(530) 628-5294

Oakland Unified School District

1025 Second Ave.
Oakland, CA 94606
Grade levels in school district: K–12
Number of schools: 96
Number of students: 54,863
Number of years in the MAP
Network: 2
Urban school district in Alameda County
Contact: Anisa Rasheed
qanisa@ousd.k12.ca.us
(510) 879-8771

Orange Unified School District

1401 N. Handy
Orange, CA 92867-4434
Grade levels in school district: K–12
Number of schools: 42
Number of students: 31,689
Number of years in the MAP
Network: 1
Urban school district in Orange County
Contact: Glenn Carlson
glennc@orange.k12.ca.us
(714) 628-4165

Palo Alto Unified School District

25 Churchill Ave.
Palo Alto, CA 94306
Grade levels in school district: K–12
Number of schools: 18
Number of students: 10,026
Number of years in the MAP
Network: 4
Suburban school district in Santa Clara County
Contact: Patty Larrick
plarrick@pausd.palo-alto.ca.us
(650) 329-3939

Palos Verdes Peninsula Unified School District

3801 Via La Selva
Palos Verdes Estates, CA 90274
Grade levels in school district: K–12
Number of schools: 16
Number of students: 10,538

Number of years in the MAP
Network: 4
Suburban school district in Los Angeles County
Contact: Ann Ehrenclou
aehrenclou@cox.net
(310) 378-9966 ext. 263

Pasadena Unified School District

351 So. Hudson Ave.
Pasadena, CA 91109
Grade levels in school district: K–12
Number of schools: 30
Number of students: 23,559
Number of years in the MAP
Network: 3
Urban school district in Los Angeles County
Contact: Kathleen Duba
kduba@pasadena.k12.ca.us
(626) 568-4506

Piedmont Unified School District

800 Magnolia
Piedmont, CA 94611-4028
Grade levels in school district: K–12
Number of schools: 6
Number of students: 2,611
Number of years in the MAP
Network: 1
Urban school district in Alameda County
Contact: Pat Kemeny Macias
pmacias@piedmont.k12.ca.us
(510) 594-2752

Pioneer Union School District

PO Box 8
Somerset, CA 95684
Grade levels in school district: K–8
Number of schools: 3
Number of students: 500
Number of years in the MAP Network: 3
Rural school district in El Dorado County
Contact: Chris Monroe
garden@directcon.net
(530) 620-7210

Pleasant Valley Joint Union School District

600 Temple Ave.
Camarillo, CA 93010-4835
Grade levels in school district: K–8
Number of schools: 12
Number of students: 7,000
Number of years in the MAP
Network: 1
Urban school district in Ventura County
Contact: Ramona Sloan
rjsloan@ojai.net
(805) 482-3843 or (805) 649-4621

St. Helena Unified School District

1530 Stockton St.
St. Helena, CA 94574
Grade levels in school district: K–12
Number of schools: 5
Number of students: 1,617
Number of years in the MAP
Network: 2
Rural school district in Sonoma County
Contact: Cyd Greer
artspring@earthlink.net
(707) 963-4040

San Bernardino City Unified School District

777 No. F St.
San Bernardino, CA 92410
Grade levels in school district: K–12
Number of schools: 62
Number of students: 52,031
Number of years in the MAP
Network: 3
Urban school district in San Bernardino County
Contact: Armalyn De La O
Armalyn.delao@sbcss.k12.ca.us
(909) 381-1288

San Diego Unified School District

825 Santa Barbara Pl.
San Diego, CA 92109
Grade levels in school district: K–12
Number of schools: 180
Number of students: 141,804
Number of years in the MAP
Network: 2
Urban school district in San Diego County

Contact: Ella Steinberg
esteinbe@mail.sandi.net
(858) 539-5349

San Juan Unified School District

3738 Walnut Ave.
Carmichael, CA 95608-3054
Grade levels in school district: K–12
Number of schools: 86
Number of students: 51,383
Number of years in the MAP
Network: 2
Suburban school district in Sacramento County
Contact: Maureen Gemma
memma@sanjuan.edu
(916) 971-7706

Santa Cruz City Schools

2931 Mission St.
Santa Cruz, CA 95060
Grade levels in school district: K–12
Number of schools: 13
Number of students: 7,200
Number of years in the MAP Network: 3
Urban school district in Santa Cruz County
Contact: Ziggy Rendler Bregman
zigrb@hotmail.com
(831) 427-4818

**Santa Cruz County
Office of Education**

809-H Bay Ave.
Capitola, CA 95010
Grade levels in school district: K–12

Number of schools: 74
Number of students: 40,462
Number of years in the MAP
Network: 4

Contact: Kathleen Crocetti
kcrocetti@santacruz.k12.ca.us
(831) 477-5519

**Santa Monica-Malibu Unified
School District**

1638 – 17th St.
Santa Monica, CA 90404
Grade levels in school district: K–12
Number of schools: 16
Number of students: 12,553
Number of years in the MAP
Network: 3

Urban school district in Los Angeles County

Contact: Tom Whaley
twhaley@smmusd.org
(310) 450-8338, ext. 287

Travis Unified School District

2751 DeRonde Dr.
Fairfield, CA 95433
Grade levels in school district: K–12
Number of schools: 10
Number of students: 5,274
Number of years in the MAP
Network: 1

Suburban school district in Solano County

Contact: Nancy Kawata
nkawata@travisusd.k12.ca.us
(707) 437-8146

**Walnut Valley Unified
School District**

880 S. Lemon Ave.
Walnut, CA 91789
Grade levels in school district: K–12
Number of schools: 16
Number of students: 14,849
Number of years in the MAP
Network: 4
Suburban school district in Los Angeles County
Contact: Beverley Bullis
bullis@worldnet.att.net
(714) 528-5597

**Weaverville Elementary
School District**

PO Box 1000
Weaverville, CA 96093
Grade levels in school district: K–6
Number of schools: 1
Number of students: 445
Number of years in the MAP
Network: 2
Rural school district in Trinity County
Contact: Susan Holthaus
sholt@tcoek12.org
(530) 623-5533

Joining the MAP Network

A new category of membership in the MAP Network has been initiated through the California Alliance for Arts Education (CAAE). Any school district in California is eligible to apply annually as an Associate Member School District. CAAE as fiscal server and partner, is now accepting requests for Associate Memberships. School districts, which are Associate Members, are able to participate in MAP meetings, seminars, and conferences.

For further information, go to the CAAE website at www.artsed411.org or contact the MAP Management Director at: map@artsed411.org



PUBLICATIONS

The following publications are available from the California Department of Education Publications Division, Sales Office, P.O. Box 271, Sacramento, CA 95812-0271, phone: (916) 445-1260, fax: (916) 323-0823; or website: <http://www.cde.ca.gov/shsd/arts/publications.htm>

Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process (2001)

The Toolkit features a self-assessment questionnaire and inventory, a Program Quality Indicators matrix, an Arts Education Program Implementation Continuum, and written report and action planning templates.

Visual and Performing Arts Content Standards for California Public Schools (2001)

The California Framework clearly defines a balanced, comprehensive arts program and outlines the ten essential ideas of arts education. Definitions of the arts components (or strands) are provided with separate chapters for dance, music, theatre, and the visual arts.

Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve (1996) new publication due to be published 2004

The State Board of Education adopted student content standards in January 2001. The content standards cover the disciplines of dance, music, theatre, and the visual arts; they are intended to provide important guidance to schools in designing arts.

The Results of the Arts Work Survey of California Public Schools (2001)

An analysis of the responses of the Arts Work Questionnaire that describes the

three main indicators of success found in good and excellent arts education programs. CDE Press, 1-800-995-4099.

Arts Work: A Call for Arts Education for All California Students (1997)

Report with recommendations by the Task Force on the Visual and Performing Arts. The Task Force called for legislation to establish arts education as a top priority in California schools. The report emphasized the need to adopt content and performance standards, recommended implementation of comprehensive and sequential arts programs for all students, access to the arts through technology and in the community, and career preparation in the arts.

Prelude to Performance Assessment in the Arts, Kindergarten Through Grade Twelve (1993)

Guidelines and examples of arts assessment are provided as well as a discussion of issues underlining performance assessment. CDE Press, 1-800-995-4099.

Literature for the Visual and Performing Arts, Kindergarten Through Grade Twelve (1996)

An annotated list of resources in dance, music, theatre, and visual arts CDE Press, 1-800-995-4099.

*The Compendium of Arts Education
Success Stories (2002)*

A collection of experiences that “bring to life” the stories of how school districts in the Model Arts Program Networking are implementing various aspects of visual and performing arts programs.

Available to download at *TeachingArts.org* under Special Interest Groups, Model Arts Program Network.

*Standards-Based Performance Assessment
in the Arts: Using Scoring Guides/Rubrics.*

A video and set of overhead transparencies for using in professional development workshops. Contains student work samples and scoring guides. California Arts Assessment Network. Order through the California Alliance for Arts Education at *www.artsed411.org*.

