



The Joint Arts Education Task Force Report: How the Arts and Creative Education Can Transform California's Classrooms



The Joint Arts Education Task Force Report

to Tom Torlakson

State Superintendent of Public Instruction

California Department of Education

2013

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The Joint Arts Education Task Force Co-Chairs' Letter

On behalf of the members of The Joint Arts Education Task Force, we are pleased to present these recommendations to State Superintendent of Public Instruction Tom Torlakson.

We thank Superintendent Torlakson for his decision, following his election as California's 27th State Superintendent of Public Instruction, to partner with a broad-based statewide coalition of agencies and organizational partners on an education reform movement, CREATE CA.

CREATE (Core Reforms Engaging Arts to Educate) CA was inspired and launched through our state's participation in the National Endowment for the Arts' Education Leaders Institute (ELI), which awarded California one of five grants nationwide to attend an ELI convening in Chicago in May 2011. This coalition views arts education as an essential part of the solution to the problems facing California schools.

To help us advance this effort, Superintendent Torlakson offered to appoint an arts education task force to draft a set of recommendations for him, state policymakers and supporters of arts education to consider. This document, *The Joint Arts Education Task Force Report*, is the result of that vision.

This task force included representatives from the four CREATE CA partners—the California Department of Education, California Arts Council, California Alliance for Arts Education and California County Superintendents Educational Services Association—and many other groups, experts and industry leaders from around the Golden State.

We appreciate the great efforts made by the members of this task force to attend meetings, participate in conference calls, and deliberate about the difficult issues facing the arts in California schools today.

This task force's work was based on the belief that California today enjoys a key “window of opportunity” to broaden California's educational vision, policy and practice in order to reverse the negative impact of narrow, test-driven educational policies.

We asked each of our task force policy teams to identify critical issues and make strategy recommendations about how we can all make progress together—while remembering the context of the terrible financial emergency California schools have faced during the past decade.

The Joint Arts Education Task Force Report contains our team's recommendations. We believe this document builds upon the findings of the Superintendent's *A Blueprint for Great Schools* and its focus on 21st century skills, the whole child and educator excellence.

We believe implementing the findings of this document can create a foundation to build and sustain public will to ensure that equitable access to a high quality arts education is a part of a more creative public school experience for every California student.

What's at stake?

As Dr. Linda Darling-Hammond, who was a co-chair of Superintendent Torlakson's Transition Advisory Team and his Educator Excellence Task Force, wrote in her book *The Flat World and Education*:

"Thus, the new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented."

We will not meet that mission unless all 6.3 million California students have access to a high-quality arts education.

We also know the arts can be a key component of strategies to keep students in school, close the achievement gap and give our students the skills and experiences they need to live a great and successful life. Broadening the curriculum also offers students more opportunities to discover their individual talents and find inspiration to ensure their own success and happiness.

We do not intend for these findings to be left on a shelf for future rediscovery. Thanks to CREATE CA, we know our efforts will continue after the publication of this report. All of us look forward to meeting the Superintendent's charge to ensure we create "a Renaissance in arts education in California" in the coming months.

Sincerely,



Malissa Feruzzi Shriver
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Craig Cheslog
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The Joint Arts Education Task Force Report

How the Arts and Creative Education Can Transform California's Classrooms

Executive Summary

The Landscape

Arts education is vital to California's robust, globally competitive creative economy, yet the inclusion of arts disciplines in K-12 curriculum has been eroding in our public schools. National trends over the last decade have emphasized skill mastery in English/Language Arts and Mathematics but marginalized other subject areas, the arts in particular. California's current public education funding crisis has further exacerbated our state's capacity to adequately support a creative education.

Today, fiscal and policy realities are taking place within the context of California's vibrant and rich arts centers, resources, communities, and creative industries. Recent political and policy trends at the local, state and national levels are focusing on the value of the arts as a central, educational component for all students. This is important for lifelong learning, the development of 21st century skills, and college and career readiness. It is a critical part of the foundational education everyone needs to fully engage in society. Some California communities are responding to the need for arts education through local support, resulting in reinstated arts programs. Unfortunately, this approach relies heavily on community organizing and often extends inequities in access to arts education.

Now is the time for the resurgence and expansion of arts instruction in California's public schools. Implementing a robust 21st century model of arts education will become the center for creative education K-12.

Superintendent's Charge

State Superintendent of Public Instruction Tom Torlakson, partnering with a broad-based coalition of agencies and organizational partners on an education reform movement called CREATE (Core Reforms Engaging Arts to Educate) CA, views creative education as an essential part of the solution to the problems facing California schools. Why is a "creative" education important?

In an interview for an article called "Why Creativity Now?," Sir Ken Robinson explains that creativity is a "disciplined process that requires skill, knowledge, and control, ...It's a process, not a single event, and genuine creative processes involve critical thinking as well as imaginative insights and fresh ideas."¹

The arts embody creativity and, as such, are taking a central role in many national studies. Secretary of Education Arne Duncan recently announced the results of studies by the Council on Foreign Relations,

the Department of Education and the National Endowment for the Arts. The studies emphasized “the importance of access to arts education, citing better grades, increased creativity, higher rates of college enrollment and graduation as well as higher aspirations and civic engagement.” (From the President’s Committee on the Arts and Humanities Website: March, 2012)²

In 2011, the California Department of Education (CDE) and the California Arts Council (CAC) submitted a grant proposal to the National Endowment for the Arts for its Education Leaders Institute (ELI). The proposal was selected, and a California delegation joined delegations from four other states. The California delegation’s leadership team returned from this rich and highly focused meeting and set in motion a series of forums and ongoing conversations to advance an arts and creative education agenda (CREATE CA), essential to meeting “The California Challenge,” a statement created during the team’s attendance at ELI 2011 that reads... “Ensure each student reaches his or her full potential by broadening California’s educational vision, policy and practices to promote innovation, economic development and creativity.” Subsequently, the CDE, the CAC, the California Alliance for Arts Education (CAAE), the California County Superintendents Educational Services Association (CCSESA) and organizational partners formed the CREATE CA reform movement.

In order to advance this reform effort, Superintendent Torlakson appointed an arts education task force to draft a set of recommendations that would be included in a new publication: *The Joint Arts Education Task Force Report: How the Arts and Creative Education Can Transform California’s Classrooms*. This effort builds on Superintendent Torlakson’s Transition Advisory Team report, *A Blueprint for Great Schools*.

The Task Force Membership and Policy Groups

The work of the Task Force was based on the belief that the state is within a key “window of opportunity” to broaden California’s educational vision, policy and practice in order to reverse the negative impact of narrow, test-driven educational policies. Superintendent Torlakson charged the Task Force with providing advice in nine policy areas:

- Curriculum, Pedagogy and Assessment
- Educator Quality & Professional Preparation
- Equity and Access
- Policy and Politics
- Research and Evidence Building
- Role of Business & Industry in Building the Creative Workforce
- School Finance and Sustainability
- Strengthening Collaborative Relationships
- Teacher and School Development

The Task Force Work: Action Steps

The following milestones have led to the establishment of the The Joint Arts Education Task Force.

- In May 2011, the CREATE CA Planning Team began work on establishing a state coalition to expand the conversation to include additional critical voices and lay the groundwork for a strategic collaboration.
- October 2011, the first CREATE CA Summit was held in Los Angeles at Loyola Marymount University (LMU).
- The California State Superintendent of Public Instruction announced in early 2012 that he would publish *The Joint Arts Education Task Force Report* to be written by a task force of appointees from the CREATE CA movement.
- In March 2012, the second CREATE CA Summit was presented at the Coronado School of the Arts in San Diego, to gather information for the “Report.”
- The Task Force members met again in September 2012, at San Francisco Museum of Modern Art, and in October 2012, at the Santa Clara County Office of Education in San Jose to finalize “Report” recommendations.

Key Recommendations

The sixty-seven member Task Force’s report provides a detailed account of the current state of creative education in California and delineates specific policy recommendations for the future of creative education. Key recommendations are summarized as follows:

Curriculum, Pedagogy and Assessment Policy Group

The complete recommendations can be found in the “Task Force Report” and in Appendix A

Recommendation A - Curriculum

The California State Board of Education and the California Department of Education will create, adopt and support a new model for visual and performing arts standards and curriculum for all public schools.

Recommendation B – Media Arts

In collaboration with community and industry partners, create and support a 21st century vision for the Media Arts within the visual and performing arts and CTE curriculum as a discrete area of study, but also as a powerful tool for integration and cross-curricular teaching among all arts disciplines and other content areas.

Recommendation C – Arts Integration

The California State Board of Education and the California Department of Education will define and support the practice of arts integration (grades K-6) and cross-curricular arts instruction (grades 7-12) as vital components in a comprehensive arts education.

Educator Quality and Professional Preparation

The complete recommendations can be found in the “Task Force Report” and in Appendix A.

Recommendation A – Single Subject Credential

Restore dance and theatre single subject credentials and evaluate CSET testing vs. subject matter programs for single subject certification.

Recommendation D – Multiple Subject Credential

Ensure that multiple-subject teacher preparation programs provide quality preparation in all art forms.

Recommendation J – Administrative Services Credential

Explore gaps in administrative preparation in terms of arts education and programming. Augment Administrative Services Credentialing preparation.

Recommendation L – Non-Credentialed Arts Educators

Establish a dialogue between CREATE CA and the Teaching Artists Support Collaborative (TASC) to explore 1) the preparation of and/or certification of teaching artists in the state, and 2) ethical issues concerning salary and benefits of teaching artists working in the K-12 classroom. Recommendations would be dependent on the outcome of these conversations.

Equity and Access

The complete recommendations can be found in the “Task Force Report” and in Appendix A.

Recommendation A – Accurate Information and Accountability

Collect and disseminate demographic data on access and equity in arts and design education to inform policy, investment and action.

Recommendation B – Ensure Quality Curriculum and Instruction

Implement culturally relevant arts education.

Recommendation C - Forge Resource Networks to Address Opportunity Gaps

Build networks to support creative learning opportunities for under-resourced children; and eliminate the Digital Divide.

Policy and Politics

The complete recommendations can be found in the “Task Force Report” and in Appendix A.

Recommendation A – Arts as Core

Reinforce Education Code that places arts as part of the “core” curriculum by communicating existing requirements to districts, providing strategies that allow the arts to implement new “Common Core Standards.” Support these efforts through a clearinghouse of research data and toolkits that assist in district evaluation of arts programs and the development of district strategic plans.

Recommendation B – Expand Curricular Vision

Expand curricular vision both by endorsing and supporting sequential arts instruction and teacher certification in dance and theater and by developing a vision for CA schools that supports media arts, CTE arts trans-disciplinary and traditional arts as part of an arts-integrated experience to feed student achievement and agency. Such focus naturally lends to collaboration with leaders and advocates of the STEM fields.

Recommendation C – Arts Report Card

Develop an “arts report card” to be used by every district. This public reporting system would allow districts to assess their own commitment relative to certain state-defined minimum requirements for arts education.

Research and Evidence Building

The complete recommendations can be found in the “Task Force Report” and in Appendix A.

Recommendation A – Access to the Arts

Biennially assess student access to arts education using a state-mandated information system.

Recommendation B – Arts Assessment

Develop tools for measuring student learning related to the arts that will be useful across all California public school contexts and sub-groups.

Recommendation F – Creativity and Innovation Index

The State of California should proceed with exploration and implementation of a creativity and innovation index along the lines suggested in SB 789.

Role of Business and Industry in the Creative Workforce

The complete recommendations can be found in the “Task Force Report” and in Appendix A.

Recommendation A – Education and Business/Industry Council

Create a California Education and Business/Industry Council.

Recommendation B – Partnerships

Partner with key business leadership groups.

Recommendation C – STEM/STEAM

Partner with the STEM/STEAM movement.

School Finance and Sustainability Policy Group

The complete recommendations can be found in the “Task Force Report” and in Appendix A.

Policy Recommendation B - Arts as Core

Introduce legislation to amend the Education Code to establish the place for the arts as part of the “core” curriculum.

Policy Recommendation E – Arts Report Card

Develop an “arts report card” to be used by every district. The goal is a simple public reporting system that would allow districts to assess their own commitment relative to certain state-defined minimum requirements for arts education.

Policy Recommendation D – Funding for Innovation in Arts Education

Allocate \$44 million on an ongoing basis from the existing Arts and Music Block Grant program to county offices of education on an enrollment basis to support innovation in arts education for school districts.

Strengthening Collaborative Relationships

The complete recommendations can be found in the “Task Force Report” and in Appendix A.

Recommendation A – Recruit Leaders to Champion Partnerships to Ensure a Creative Education

Recruit and empower an influential group of business, education, arts organization, museum and community leaders to champion partnerships that ensure a creative education for every child in California. Seek investment from these leaders and organizations.

Recommendation B – Create State-level Digital Resource Platform

Create a state-level digital resource platform to develop and share best practices, resources, common language, accountability and measurement tools.

Recommendation F – Showcase National Partnership Models

Host a state summit that showcases four national models for Collaborative Partnerships for Creative Schools/ Arts Learning. The four models would be chosen from those that demonstrate best practices in three types of partnerships: Business-to-School collaboration; Higher Education-to-School collaboration; Community-based Arts Organizations-to-School collaboration; and Professional Arts (i.e. Museums, Orchestras, Dance Companies)-to-school partnerships.

Teacher and School Development

The complete recommendations can be found in the “Task Force Report” and in Appendix A.

Recommendation C – Professional Development for Administrators

Provide site and district-level administrators with tools for creative leadership, including infusing preparation with Common Core Standards and Content Literacy in the Technical Subjects with the value of the arts in achieving assessable results for diverse learners in all classrooms.

Recommendation D – Professional Learning Plans

Require creation of coordinated professional learning plans at the county, district and school site levels focused on on-going professional learning for administrators, teachers and school communities to implement, improve and sustain a creative school environment.

1 Curriculum, Pedagogy and Assessment

Context

Despite substantial gains since 2001, California schools are still feeling the effects of decades of underfunding for the arts, lack of arts preparation for elementary school teachers and a breakdown in the statewide infrastructure for arts education. High stakes testing has narrowed the curriculum, particularly in elementary schools. A generation of administrators who were not prepared with an arts education as K-12 students or in their teacher preparation program has moved the arts to the outskirts of the educational landscape. The arts are further marginalized when the connections to success in college and career are not made explicit.

Goal

The over-arching goal of this committee is to re-envision the arts at the core of education for all students in California public schools with a vibrant model for curriculum, pedagogy and assessment that supports discipline-specific arts education and engages the power of arts learning across the curriculum, resulting in students who will be more creative, more innovative and more ready to meet the challenges of the 21st century creative economy.

Policy Recommendations:

Curriculum - Context

In the decade that has passed since adoption of the Visual And Performing Arts Framework and Content Standards for California Public Schools in 2001, foundational changes in education now call for a re-examination of the role of the arts in school. In particular, the adoption of CTE Standards in Arts, Media, and Entertainment, California Common Core State Standards, the focus on 21st century skills and the impact of technology provide an opportunity for the arts to sit in the center of teaching and learning both as discrete areas of skill and knowledge and as prime movers in cross-curricular inquiry. Similarly, new curricular opportunities have emerged since the adoption of visual and performing arts instructional materials in 2006.

Therefore, this committee recommends that the California State Board of Education and the California Department of Education create, adopt and support a new model for visual and performing arts curriculum and standards for public schools. (Since curriculum for arts integration or cross-curricular learning and for media arts are new and evolving fields, those recommendations are included in separate

sections of this report.) This multifaceted recommendation for discrete arts instruction contains several key markers for progress.

Policy Recommendation A - Curriculum

The California State Board of Education and the California Department of Education will create, adopt and support a new model for visual and performing arts standards and curriculum for all public schools that:

- aligns California’s current Visual And Performing Arts Content Standards with California Common Core State Standards in English/Language Arts, Mathematics, and Literacy in History/Social Studies, Science and Technical Subjects;
- embeds the “4 C’s: critical thinking, communication, collaboration and creativity” from the *Framework for 21st Century Learning* (“Student Outcomes and Support Systems”) into new *California Visual And Performing Arts Content Standards*, adopted or adapted from National Coalition for Core Arts Standards (NCCAS);
- creates inquiry-based models that promote innovative uses of technology and reflect best practices in teaching creativity, critical thinking, collaboration and communication;
- incorporates strategies that enable arts processes to be taught for transfer to support multiple literacies across the curriculum and
- establishes clear expectations for curriculum, pedagogy and instruction in all arts disciplines in grades K-12 for all public schools.

Short-term Outcomes

Within the next four years, it is vital that a team of content area specialists will convene to align California’s current Visual And Performing Arts Content Standards with California Common Core State Standards in English/Language Arts, Mathematics, and Literacy in History/Social Studies, Science and Technical Subjects. The revised Visual And Performing Arts Content Standards document, the CTE Standards, and supporting resources will help arts specialist teachers, arts integration teachers and teaching artists to be an integral part in the instructional shift required to teach to these new standards. By making explicit the connections between Common Core Standards and the arts, the new document will help districts think about priorities in funding allocations that support both Common Core implementation and the arts. Using a variety of delivery methods, such as The California Arts Project and the CCSESA Regional Arts leads, the new document will be disseminated and supported by professional development to coincide with the first stages of Common Core assessments in 2013-2014, a time when districts will be transforming instruction in the schools.

Intermediate Outcomes

In the subsequent four years, the California Department of Education will convene stakeholders from business and industry, education and the arts to examine new National Core Arts Standards and recommend adoption or adaption of the standards in California. These new standards will explicitly

embed the “4 C’s” from *The Framework for 21st Century Learning* in arts instruction. Critical thinking, collaboration, communication and creativity are outcomes that will unify instruction across the curriculum.

To support newly-adopted standards in the visual and performing arts, it is essential that the Department of Education will engage its arts and education partners in creating curricular models to help schools and districts re-focus their teaching and learning. This blended curriculum of online and face-to-face instruction will promote innovative uses of technology in breaking down classroom walls for both discrete arts learning and integrated or cross-curricular arts learning. These models will reflect best practices in teaching the “4 C’s” in the arts classroom and across the curriculum. Inherent in this recommendation is the need for research to determine if and how the arts teach critical thinking, collaboration, communication and creativity. Once data are gathered and understood, curricular models will incorporate strategies that will guide arts processes that are taught for transfer to support multiple literacies across the curriculum.

Long-term Outcomes

Within eight to ten years, California will revise the Education Code to require comprehensive, standards-based education in all five arts disciplines (including media arts) for all students in grades K-8 that will include a minimum of 200 instructional minutes of high quality instruction in the arts each week, delivered by arts specialist teachers, arts integration specialists, qualified multiple subject teachers and/or qualified teaching artists. Further, Education Code will be amended to require that instruction in all five arts disciplines also will be available for all students in grades 9-12. This access will not be limited by a student’s English/Learner status, by standardized test scores or by results of the California High School Exit Examination.

Indicators

Student learning will show the transformative role of the arts in human development and cognition through high quality arts education that includes arts integration and cross-curricular arts learning and supports students to be successful in public school as well as in college, career and life pursuits. Concurrently, business/industry leaders and higher education partners will support an arts education that clearly prepares students for success after high school. Parents and community members will support an arts education that results in better attendance, higher grades and test scores, improved social/emotional behavior and higher student engagement. Indicators of success in the short-term will be the adoption of a new model arts curriculum that is aligned with Common Core Standards and new national arts standards.

Media Arts - Context

Media arts is an increasingly central aspect of 21st century global culture, is already very familiar to young people, and is becoming more available to classroom environments in California Career Technical Education. It is also a significant component of California’s robust “Creative Economy.”³ As the largely non-physical and integrative forms of cinema, animation, sound, web, virtual and interactive design

(NCCAS, 2012),⁴ media arts present engaging learning opportunities for students in interdisciplinary projects that can integrate the arts, other core content areas and the entire community. If developed appropriately, media arts would be uniquely beneficial in supporting education’s adaptations to changes in California society and technological infusion.

Media arts is partially reflected in current practices and standards within “traditional” art forms in California, but its recent, internal developments and emerging cross-disciplinary “hybrids,” such as interactive game design and trans-media (cross-platform multimedia productions), compel us to formally categorize media arts with distinct standards, curriculum and credentialing. Standards for media arts are currently in place in Los Angeles Unified School District, New York, Minnesota and South Carolina. National media arts standards and assessments are currently in development by the NCCAS and are slated for completion by the beginning of 2014. California should plan to align with this development, and, furthermore, should develop a model curriculum that reflects the creative potentials of the discipline as well as its own unique and long-standing relationship with it.

Media arts’ rapidly evolving nature and the need for specialized technical and production expertise require greater support for a wide range of educators, as well as arts specialists, who will increasingly access and utilize media arts. Media arts sustainable and programmatically coherent implementation needs to be supported by the development of specific courses, credentialing, and guiding resources and networks.

Policy Recommendation B – Media Arts

In collaboration with community, industry partners and the California Board of Education, create and support a 21st century vision for the media arts within the visual and performing arts curriculum not only as a discrete area of study, but also as a powerful tool for integration and cross-curricular teaching among all arts disciplines and other content areas.

- adopt and/or adapt National Media Arts Standards and Assessments⁵ aligned with California Visual And Performing Arts Standards and CTE Standards;
- thoroughly plan for, describe and contextualize the discipline for statewide implementation beyond the national presentation;
- create discrete, accessible, integrative and current models for media arts’ a-g courses, curriculum, instruction, professional development and programming; and
- assist qualitative, coherent development of media arts as a discrete area of study by creating structural supports in courses, credentialing and networked resources that promote equitable, sustainable and integrative development in alignment with existing and emerging structures, such as other arts, industry and global resources, Educational Technology, Career Technical Education, etc.

Outcomes

The distinction of media arts as a fifth arts discipline, with associated standards, curriculum and supportive programming structures will foster quality and sustainable instructional programs in the entire range of media arts forms. Instruction in media arts will be distinct, emphasizing not just technology skills, but also, other critical arts content, such as aesthetic sensibility, creativity, cultural context, and integration across all arts disciplines and subject areas. This will foster new adaptations, understandings and methodologies of learning and 21st century educational development. Students will gain a higher capacity for creativity, communications, self-directed learning, and social empowerment, as well as literacies in media, technology and digital culture.

In establishing and implementing an exemplary program in media arts, the state will provide all students with access to technologically enhanced, arts-based learning experiences that are engaging, rigorous, relevant and creative. Students' unique perspectives and expressions will receive a platform that can connect ideas, people and communities in a renewal of all of the arts and core academic achievements. Communities will gain graduates who are successful in their own chosen specializations, who can communicate and collaborate, and who can organize, execute and lead self-developed initiatives. The media arts industry will gain highly creative artists, designers and engineers who will be leading innovators and entrepreneurs in the field.

Indicators

- State adoption/adaptation of Media Arts Standards and Assessments
- State task force for planning and development of media arts
- Development of model curriculum, instruction and programming
- Institution of distinct media arts' a-g courses and credentialing
- Development of support structures (networked resources, fiscal lines, pre-service and in-service programs, cohesive programmatic guidelines, etc.) for teachers, classrooms, schools, districts and post-secondary programs
- Increases in media arts programs statewide
- Accumulation of media arts assessment data
- Collection of broad educational data (API scores, attendance rates, dropout rates, graduation data, college and career transition data, etc.)

Arts Integration - Context

Over the past decade, the practice of arts integration in grades K-6 and of cross-curricular teaching in grades 7-12 has evolved as a process for powerful learning across multiple content areas. Well-documented research at multiple sites has verified that the practice of arts integration has benefits both in and out of the classroom. In a recent report, the President's Commission on the Arts and the Humanities advocates for development of the field of arts integration noting that "Studies have now documented significant links between arts integration models and academic and social outcomes for students, efficacy for teachers, and school-wide improvements in culture and climate. Arts integration is efficient, addressing a number of outcomes at the same time. Most important, the greatest gains in schools with

arts integration are often seen school-wide and also with the most hard-to-reach and economically disadvantaged students.”⁶

Proven and replicable models of success through arts integration exist both within the state and across the nation, including the Chicago Arts Partnerships in Education,⁷ North Carolina A+ Schools⁸ and the Kennedy Center’s Changing Education through the Arts program⁹ in the Washington D.C. area. In California, the Arts Learning Anchor Schools (ALAS) project in Alameda County has demonstrated success in closing the achievement gap through arts integration and cross-curricular teaching with increased graduation rates and higher API scores reflected in research that shows:¹⁰

- graduation rates were 92% for ALAS, compared to 69% for general population;
- in 2006, 94% of African American students in ALAS schools graduated, compared to 64% of their peers in non-ALAS schools;
- forty-one percent (41%) of ALAS students graduated with the CSU/UC eligibility, compared to 26% district-wide;
- thirty-nine percent (39%) of African American students in ALAS schools graduated with CSU/UC preparedness, compared to 17% of their peers in these districts as a whole;
- in 2009, overall API score growth for ELL students was 668, compared to 598 for students in non-ALAS schools in the three districts in the study; and
- on language arts tests, Latino students scored consistently and significantly higher than Latino students in the general population – 45% in 2006 compared to 22%, and 40% compared to 31% in 2009.

Policy Recommendation C- Arts Integration

The California State Board of Education and the California Department of Education will define and support the practice of arts integration (grades K-6) and cross-curricular arts instruction (grades 7-12) as vital components in a comprehensive arts education.

- Adopt the John F. Kennedy Center for the Performing Arts’ definition of arts integration as a working model for California.
- Create a model standards-based arts integrated curriculum for grades K-6.
- Create a model standards-based cross-curricular model for grades 7-12.
- Develop program and district authentic assessment instruments and systems that promote robust, quality implementation of arts integrated programs.
- Provide professional development in the foundations and practice of arts integration and cross-curricular instruction for teachers and administrators.

Short-term Outcomes

Within the next year, the California State Board of Education and the California Department of Education will adopt a working definition of arts integration developed by the John F. Kennedy Center for the Performing Arts.

“Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.”¹¹

Within the next two years, the California Department of Education in partnership with the California Arts Project and the California County Superintendents Educational Services Association (CCSESA)¹² Arts Initiative will provide regional support for professional development in arts integration.

Intermediate Outcomes

In conjunction with work on a new model curriculum for arts education called for in Policy Recommendation A, the California Department of Education will include arts integration and cross-curricular arts instruction as a discrete curriculum and instructional model. This curriculum will draw on best practices identified throughout the state to connect instruction in the visual and performing arts with instruction in other curricular areas. This new model curriculum will be written with clear entry points for instruction by classroom teachers, arts specialist teachers and teaching artists.

Long-term Outcomes

As arts integration and cross-curricular arts instruction mature as a curricular and instructional model, assessment instruments and systems will emerge across the state. The California Department of Education in partnership with the California Arts Project and the California County Superintendents Educational Services Association Arts Initiative will disseminate and coordinate these models to create large-scale assessment in arts integration with quantifiable results at the district, county and state levels.

Indicators

A statewide commitment to arts integration and cross-curricular arts instruction will result in a significant increase in API and AYP scores, particularly at traditionally low-scoring schools. Further, students will enjoy significant benefits in social/emotional learning. Schools and communities will benefit from greater teacher efficacy and improved school culture and climate. In the future, California will have more schools like Peralta Elementary in the Oakland Unified School District, winner of the Title One Academic Achievement Award.

The impetus to provide our community an integrated art learning focus was derived from a passionate belief in the need for all children to learn in an environment that is celebratory of their differences, rigorous in complexity, challenging and joyful. Our goal is to create curriculum and learning experiences that meet the range of all students’ needs and skills and builds on their voices. We had little doubt that a uniquely balanced art-learning context would provide all students access

to an educational experience that builds self-esteem, confidence and problem-solving, can-do learners.

We use art integration to develop students' intellectual character and deepen their subject matter understanding and help them to invest in their world. Research tells us art enhances all aspects of cognitive and affective development. Increasing self-esteem and respect for individual differences are reflexively tied to guiding students to appreciate and create art. Our experience has shown art provides all students a positive association with learning, and they are better able to meet both educational and personal needs with creativity, flexibility, confidence and hope.

Art learning supports academic, emotional, cultural as well as aesthetic literacies that impact the entire community. We see art as a way to both celebrate diversity and bring the community together. We consider art learning as essential to providing all children access to the highest quality education and the options that lead to contributing meaningfully to society. One parent said, "Art learning is needed to develop culture," another commented, "So many schools have lost the joy of learning, but we use art to capture it;" and another, "Art brings the adults together, too."

The boldness of a Peralta teacher sums up our drive: "If we want our children to live in a better world, in a world of civility and appreciation for beauty, we need to provide it for them. We need to teach it and live it." This school has done that.

Rosette Costello, Principal, Peralta Elementary School
Oakland Unified School District

Culturally Relevant Pedagogy - Context

Culturally relevant teaching aimed at improving academic success through embracing and integrating students' cultural heritage, including their home and community cultures in the school curriculum and learning environment was promoted by Dr. Gloria Ladson-Billings twenty years ago. The phrase "culturally responsive teaching" is used by many educators today to support and expand on Ladson-Billings' work and narrow the definition of culturally responsive teaching to "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students."¹³ Culturally and linguistically responsive educators believe that culture and language deeply influence the way children learn and that, by recognizing their students' life histories and embracing their families and communities, these students can achieve success and develop a positive self-concept.

As the role of the educator begins to change, so, too, must the goals of the institutions that are charged with the education of our future teachers and administrators. Our educational institutions must prepare knowledgeable, skilled and caring professional educators to become reflective practitioners, researchers and artists who work to meet the needs of all students regardless of their learning style, language barriers, and socio-economic status. The more a teacher understands the diversity in the classroom and the local community, the more likely a teacher can:

- create a nurturing environment that will produce successful, high-quality education, fostering creative thinking and problem-solving skills across the curriculum for culturally and linguistically diverse students; and

- make proactive efforts to communicate with and engage the larger community in arts-based interactions.

However, this shift in pedagogy cannot occur if educators are not prepared when they come out of the classroom themselves (pre-service), are not trained properly, are not monitored in their early years of teaching (Beginning Teacher Support and Assessment program), do not continue with their education as their career develops (professional development), and are not supervised by administrators who understand the creative process or its value in community engagement.

The Commission on Teacher Credentialing is charged with the preparation and licensing of exceptionally well-qualified educators for California’s children. The Commission is responsible for developing standards for educator preparation and accreditation policies that hold its licensing system accountable to stakeholders and the public. Its work focuses on preparing educators who can help all students excel and reach their highest potential. It is essential that all educators are well prepared and supported in order to ensure diverse, high-quality teachers and administrators who serve all of California’s culturally and linguistically diverse students from kindergarten through high school in all communities.

Policy Recommendation D – Culturally Relevant Pedagogy

The State Board of Education, the California Department of Education and the Commission on Teacher Credentialing will embed culturally and linguistically responsive pedagogy in the arts throughout the education system: teacher preparation, beginning teacher support and professional development for veteran teachers and administrators.

Short-term Outcomes

The California Department of Education and the Commission on Teacher Credentialing will work together to create an aligned infrastructure that supports high-quality professional development in culturally relevant pedagogy in the arts throughout the different stages of a teacher’s career (pre-service, beginning, veteran teacher, and administrator). Teachers at every stage require ongoing high-quality support to strengthen their cultural competency. This support consists of job-embedded professional development; mentoring and coaching by experienced, trained professionals; and facilitation of collaboration through professional learning communities.

Students in the process of earning their teaching credential in the arts should receive instruction that is related to the culture, ethnicity, language, and diversity of the student population and the communities in which they live. Pre-service teachers should use their own cultural background as a springboard to celebrate the diverse cultures and language groups in the classroom and local community to facilitate teaching from a cultural perspective. Finally, teacher training should include the study of world cultures and their art forms.

Intermediate Outcomes

- Create and promote curriculum for the Visual And Performing Arts classroom that reflects the cultural, ethnic, linguistic and diversity of its students.
- Encourage veteran educators to enrich their knowledge of world cultures and art forms in order to create historical and cultural educational experiences that reflect both the rich heritage of their students' culture as well as that of the community in which they live.

Long-term Outcomes

Provide training for district and school site administrators that includes

- foundational information on culturally relevant pedagogy in the art;
- means of assessing culturally-relevant pedagogy in the arts classroom; and
- professional development strategies for teachers that promote culturally-relevant pedagogy.

Indicators

The California arts classroom will be a reflection of the students' environment and cultures. Classroom teachers and teacher educators will recognize the life histories and experiences of their students, and students will be placed at the center of the teaching/learning process. Culturally competent educators will include and embrace the families and communities of their students, creating a learning environment that is a supportive mirror of the community. Educators will respond to and celebrate individuals from all cultures and language groups. All students will have access to an arts education that ensures the highest level of academic achievement for all.

Assessment - Context

High quality art is rarely produced in a day and usually requires students to collaborate on a performance or create multiple sketches before creating a finished product. As a result, the arts require students to learn an iterative creative process that develops a way of thinking. Students and teachers engage in an inquiry process, problem solving along the way and looking at the work through multiple lenses. This complex system must be measured by high quality arts assessment.

Assessing knowledge, skill, and understanding is a crucial component of a sequential and comprehensive arts education. In the last decade, public education has evolved into a data-driven instruction model. The educational establishment has done much to refine programs and tailor instruction to content areas that are tested and included in accountability measures. The same attention needs to be focused on arts assessments that promote performance-based authenticity and integrative complexity.

David Coleman, principal author of the Common Core State Standards, states: "The arts reward sustained inquiry and provide a perfect opportunity for students to practice the discipline of close observation, whether looking at a painting or lithograph, watching a drama or a dance, or attending to a piece of music."¹⁴ West Ed has recently completed new research on arts assessment, which reveals that there is

confusion among educators about appropriate tools for measuring student skills and student knowledge, and that confusion extends to the development of a high quality rubric for art assessment.¹⁵

The need for cohesion with regard to assessment tools for formative assessment designed to provide constructive feedback to students and adjust instruction during instruction is critical. Likewise, summative assessment instruments are needed to provide measures of progress, benchmarks for learning and growth, and evaluations of student work. A common definition of high quality assessment and vetted quality instruments are imperative to provide students information that will help them improve their achievement in the arts and the other core subject areas.

Policy Recommendation E - Assessment

The California State Board of Education and the California Department of Education will create a rigorous and well-articulated system of authentic school, district and statewide performance-based assessments within all arts disciplines and in cross-curricular formats that

- demonstrate the critical role of the arts in the culture of the school and community in both quantitative and qualitative terms;
- include program and district evaluation instruments and systems that promote robust, quality implementation of arts and integrated core programs;
- promote rigorous arts learning through training for teachers on best practices in formative and summative assessment; and
- align with national standards and assessments.

Short Term Outcomes

- Develop and collaborate with other sources to provide school districts with vetted performance-based assessments that correlate with Common Core State Standards and the Smarter Balanced Assessment.
- Collaborate with other states and art organizations to avoid duplication of effort.

Intermediate Outcomes

- Develop an on-line clearinghouse of high quality exemplar assessment tools for each of the art disciplines and grade levels. Tools should be developed for use with discipline-based arts instruction and for assessment of arts integration for the arts specialist and generalist teacher. The assessments should meet the Education Code 60604.5 definitions for high quality.
- Develop on-line professional development modules to support the use of the new assessments. Professional development modules should be prepared for all arts educator categories (arts specialist, general teacher, teaching artist, school administrators and arts organization partners). Tools should reflect an established common understanding of best practices in formative and summative assessment.

- Align assessment tools to the National Assessment for Educational Progress (NAEP) arts assessment planned for 2014 for grades 4, 8, and 12. Develop grade-level tools that provide benchmark information toward progress of the NAEP assessment and the California Visual And Performing Arts Standards.
- Create assessment tools and professional development modules with direction from Common Core State Standards, National Core Arts Standards and exemplar curriculum and instruction.

Long-term Outcomes

- Collect assessment data to measure both the development of student skills and knowledge as well as program data to measure progress towards high quality arts education. These data should provide a longitudinal view of progress.

Indicators

California students will be well prepared to interact with 21st century skills and participate in a creative economy through participation in a high quality, standards-based arts curriculum and assessment. Indicators for success will be the statewide collaboration among arts educators, arts organizations and teaching artists to determine existing resources, current research and needs in arts assessment.

Further evidence will be the development of the clearinghouse of high quality arts assessment to provide guidance and tools in arts assessment. These tools will allow students to develop skills and knowledge in the arts and reflect the deep thinking processes associated with their creation. Establishment of professional development modules to support the assessments will provide a rich resource for school, districts, and the state to align best practices in arts assessment and create robust arts instruction for all students.

2 Educator Quality and Professional Preparation

Context

California's educational workforce strives to meet the diverse needs of our students in urban, suburban and rural communities. In order to be responsive to the unique learning needs of all California students, the state must address key barriers that exist in preparing high quality teachers and administrators. The arts are a vital aspect of this high quality preparation.

Building, nurturing and sustaining creative schools require the effort and collaboration of administrators and teachers who both embrace and are prepared for the work. While creativity is not the only skill developed by the arts, it can also be said that the arts are not the only disciplines that develop creative skills. While creativity is traditionally associated with the arts, we know that its definition extends beyond

these disciplines. When viewed through the lens of Creative Pedagogy and Creative Education, quality instruction in all content areas, K-12, becomes an integral part of a comprehensive blueprint for creative schools. However, the purpose of this document is to specifically address the challenge of preparing administrators and teachers to provide high quality arts education. Because there are many skills and “habits of mind” necessary for successful learning that are uniquely developed in quality arts classrooms, it is incumbent upon our administrator and teacher preparation programs to position themselves to meet the rigor and relevancy necessary to prepare California’s educational workforce so they can provide quality arts opportunities for all students.

Goal

Preparation of Quality Educators

In order to ensure quality in all aspects of professional preparation in K-16 education, it is our goal to frame our recommendations with the following definition of quality: *Quality resides at the strategic intersection of inquiry, creation and reflection.* Synthesizing and clarifying “quality” requires utilizing the best thinking, research and practices in the field.

Characteristics of Quality Practice within and through the Arts

- *Understanding:* Teachers and education administrators understand how to teach and assess for deep, meaningful understanding, so that students not only build skills and knowledge, but also develop the inclination and alertness to apply those skills in new and novel contexts.
- *Inquiry:* Teachers and education administrators employ constructivist, inquiry-based, academic and experiential approaches to teaching and learning in and through the arts.
- *Integration breadth/disciplinary depth:* Teachers and education administrators create and implement arts and arts integrated curricula to foster aesthetic understandings that include art knowledge, purposes, methods, and forms.
- *Multiple Perspectives:* Teachers and education administrators engage in on-going creative, critical thinking that includes and contributes to a diversity of inter-and intra-cultural contextual perspectives, assets, and reflective practices within and beyond the arts.
- *Tools:* Teachers and education administrators flexibly utilize educational frameworks, new technologies, and resources to reveal blind spots, to engage in dialogue, exchange ideas, and evolve teaching and learning praxis.

Policy Recommendations:

Preparation - Context

As a part of the larger educational conversation, it is important that the arts be included in discussions surrounding teacher and administrator preparation. Ideally, credentialing programs for both

administrators and teachers should prepare them to plan, implement, support, sustain and administer quality arts education programming. At present, such preparation or credentialing programs are, on a statewide level, inadequate to meet this end; they do not consistently address rigorous quality arts education, nor are they consistently informed by current practices and theory in arts education. Furthermore, preparation programs are typically underfunded, and the credentialing process at all levels (including the program approval process through the Commission on Teacher Credentialing) can be lengthy and difficult to navigate.

Administrators at all levels – state, county, district, and school site – are key players in building and sustaining creative schools; it is critical that they be prepared to do so. In general, administrative credential programs are not preparing school leaders to meet the changing needs of today’s students and teachers. Specifically, they are sorely lacking in preparation for administering successful arts programming. Administrative Services Credentials may be obtained through completion of an administrator preparation program, or by achieving a passing score on The California Preliminary Administrative Credential Examination (CPACE). No coursework aligned to the arts is included in these preparation programs, no arts-related material is covered on the examination, and none of the innovative and creative strategies necessary to build a creative school community are addressed in either pathway to administrative credentialing.

While dance, music, theatre and visual arts can be taught as discrete subjects K-12, they are also subjects that are – or should be - taught within the generalist classroom under a Multiple Subject credential. The California Commission on Teacher Credentialing’s (CTC) Standards of Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential (2001), states that, “each prospective multiple subject teacher studies and learns subjects that are required by Education Code Section 512101 and incorporated in California Student Academic Content Standards and State Curriculum Frameworks.” This includes the visual and performing arts. Standard 5.8 of the same CTC document specifically states that preparation programs must offer “distinct coursework in at least two art forms.” At this time, it is not clear to what extent this is happening throughout the state, although it is clear that some multiple subject preparation programs offer little arts specific coursework; others require none. (See also the chapter in *An Unfinished Canvas: “Teacher Preparation, Instructional Delivery and Professional Development in the Arts.”*) Nevertheless, the expectation is that Multiple Subject teacher candidates receive quality training in the arts. In fact, along with their coursework in the arts, they are required to pass a California Subject Examination for Teachers (CSET) that includes a subtest (III), which addresses the Visual And Performing Arts (13 multiple choice questions, and 1 constructed response).

To be considered highly qualified to teach the arts as a discrete subject K-12 in California, a teacher must have either 1) a Single Subject Credential in music, visual arts, English (theatre) or PE (dance), or 2) a Subject Matter Authorization (SMA) in an art form attached to a Multiple Subject or Single Subject Credential. (Subject matter authorizations are “add-ons” to a credential to allow an individual to teach a class in a subject outside the area in which he or she earned a credential. See the CTC’s Subject Matter Authorization Guideline Book.) Currently, Single Subject Credentials in dance and theater are no longer offered in California, with dance and theater instruction subsumed under the physical education and English credentials respectively. This lack of credentials raises issues of equity, access and opportunity in arts education statewide, and compromises the preparation needed to provide high quality dance and theatre education programming in the state. (See the websites for the California Dance Education

Association cdeadance.org and the California Education Theatre Association cetoweb.org for further information on the effort to restore dance and theatre credentials.)

In California, candidates for any Single Subject Credential are required to verify subject matter competence by completing a CTC-approved subject matter program or by achieving a passing score on the appropriate subject matter examination, or CSET, which allows them to opt out of discipline specific coursework in that subject area. In the arts, CSET exist in music and visual arts. Those wishing to take a subject matter exam in order to teach dance or theatre must take the CSET exams in physical education and English respectively. Clearly, this is not an indicator of subject matter competence in either dance or theatre. In general, there is concern that not all who pass the CSET are adequately prepared to teach in the content area, either in terms of content or content specific pedagogy.

Those who have a Subject Matter Authorization (SMA) in an art form attached to a Multiple Subject or Single Subject Credential are also considered highly qualified to teach the arts as discrete subjects K-12 in California. While a degree major in an arts discipline meets SMA requirements, individuals may also take courses outside a major program to fulfill the 32-unit requirement of the SMA. CTC requirements for the SMA in dance, music, theater and visual arts do not promote equal rigor among the art forms. Course requirements for Introductory and Specific SMAs in the visual arts and music are clearly set forth by the CTC; the Specific SMA in theatre briefly outlines appropriate coursework, but the Specific SMA in dance does not explicitly outline any coursework, other than a requirement that it be non-remedial, and that it can be taken in “departments such as physical education or anthropology.” (See the CTC’s Subject Matter Authorization Guideline Book.) Although it is a teaching authorization, the SMA does not require any pedagogy or methodology courses specific to any art form.

Additionally, it should be noted that professionals in the arts may apply for a designated Subjects Career Technical Education (CTE) Teaching Credential in the industry sector of Arts, Media, and Entertainment. Effective January 1, 2009, this credential is issued to individuals who meet the requirements as outlined by the California Commission on Teacher Credentialing for either the preliminary or clear CTE credential.

Furthermore, as media arts standards are being written at the national level, there is discussion around the consideration of media arts as a fifth art form, and the future adoption of these standards. Questions arise as to how and where teacher candidates in the arts will receive their preparation in new media technologies and skills, and whether this preparation will reside within media arts or within the distinct arts disciplines.

While it is critical to advocate for discrete quality instruction in each of the arts disciplines K-12, it is also important to acknowledge and value the power of arts learning as a catalyst for teaching across the curriculum. The theory and practice of arts integration, while not new to the field of education, have become areas of great interest and activity over the past decade. With the implementation of the Common Core State Standards (CCSS) in California, educators are being encouraged to uncover and explore the specific connections between the arts and CCSS. As we seek to deepen discrete learning in the arts in our teacher preparation programs, we must also prepare our credential candidates to utilize arts integration as a powerful pedagogical tool, acknowledging as we do so, that quality arts integration depends on quality instruction in both the art form and other subject area.

We also face the possibility of teacher preparation courses becoming a part of the movement to online learning. This poses a critical question in the field of arts education: How will the participatory nature of the preparation in the arts be reconciled with an online learning environment?

In California it is also important to recognize that teaching artists (non-credentialed arts educators) collaborate with and support the work of classroom teachers and arts specialists, providing both classroom instruction and professional development. In some cases, they take the place of the credentialed arts specialists. At present, there are no systemic, statewide preparation or certification programs for teaching artists. Their preparation needs must be considered in designing a comprehensive statewide plan for arts education. Additionally, there is a great disparity in earning potential between full time, credentialed K-12 arts specialists and teaching artists working independently or within a community organization. Teaching artists often make less than a teacher's salary and receive no benefits. This raises ethical questions and is often a factor in hiring practices at school sites.

In conclusion, it is imperative to recruit and prepare educators and administrators that are ready, able and willing to meet rigorous standards in arts education. In order to attract the best and the brightest to California's arts educational workforce, it is necessary not only to elevate the reputation of the teaching profession to the level at which teachers are respected both professionally and financially, but also to provide access to credentials in all art forms to ensure that both administrator and teacher preparation programs address the visual and performing arts in a comprehensive, relevant and rigorous manner, and to support our institutions of higher learning in so doing.

Policy Recommendation A - Single Subject Credential

Restore dance and theatre single subject credentials.

Policy Recommendation B - Single Subject Credential

Evaluate CSET testing vs. subject matter programs for single subject certification. Discussion of outcomes of a designated working group will drive final recommendations.

Policy Recommendation C - Single Subject Credential

Create substantive discussion at the state level among the arts education community and other stakeholders regarding state adoption of national media arts standards and the creation of a fifth credential in media arts.

Policy Recommendation D - Multiple Subject Credential

Ensure that multiple-subject teacher preparation programs provide quality preparation in all art forms, including:

- exploring issues of equity and access in teacher preparation throughout the state to identify and resolve gaps in arts preparation access;
- monitoring all teacher preparation programs to ensure that they comply with all the state's subject matter standards for the multiple-subject credential and reflect best practices in the arts in terms of content, theory and pedagogy. Programs should include training in discrete art instruction; instruction in authentic arts integration; advocacy; culturally responsive and relevant instruction; critical reflection; collaborative practice; research methods; assessment; and alignment with new educational initiatives; i.e., Common Core State Standards; and
- continuing to work with the Teacher Advisory Preparation Panel (TAP) and the CTC to ensure the inclusion of new standards for the multiple-subject credential that requires in-depth training in both discrete and integrated arts education.

Policy Recommendation E - Multiple Subject Credential

Explore the feasibility of creating a statewide arts integration certification for generalist classroom teachers as well as arts specialists.

Policy Recommendation F - Subject Matter Authorization

Review the rigor of and pedagogical requirements for Subject Matter Authorization (SMA)'s in dance, music, theatre and visual arts, and clearly outline coursework required for SMA's in dance and theatre. Include discipline specific pedagogy as a part of the required coursework for Introductory and Specific SMA's in all art forms.

Policy Recommendation G – Single Subject Matter Preparation Programs in the Arts

Design or revise single subject matter program standards in the arts (including the new dance and theatre single subject matter programs) to align with the upcoming national core arts standards.¹⁶

Policy Recommendation H – Single Subject Matter Preparation Programs

Monitor the timeline for the recertification process of all subject matter preparation programs, and work to place an “arts voice” on committees establishing all subject matter standards.

Policy Recommendation I - Online Teacher Preparation

Explore the consequences and efficacy of online teacher preparation programs, including blended programs, and make recommendations based on findings of above research.

Policy Recommendation J – Administrative Services Credential

Explore gaps in administrative preparation in terms of arts education and programming. Augment Administrative Services Credentialing preparation to include:

- assurance of access, equity and quality of arts instruction;
- strategies for supporting sequential, standards-based arts education in dance, music, theatre and visual arts, and for integrating arts across the curriculum;
- arts education program planning and funding;
- research on arts education contributions for improvement in student performance in all subjects, including college and career ready skills;
- arts-education-specific information and resources aligned with VAPA and Common Core State Standards for administrators;
- instructional evaluation for arts educators and student assessment in the arts, including collection and interpretation of data;
- professional learning, planning and resources in the arts;
- building partnerships with community arts providers and organizations;
- arts education advocacy;
- providing tools for creative leadership; and
- strategies for building and sustaining a creative and collaborative school and community environment.

Policy Recommendation K - Teacher and Administrator Recruitment

Recruit high quality arts teachers and administrators to meet California’s needs. As a corollary, begin a statewide dialogue about the role California can play in elevating the education profession in our state.

Policy Recommendation L – Non-Credentialed Arts Educators

Establish a dialogue between CREATE CA and the Teaching Artists Support Collaborative (TASC) to explore 1) the preparation of and/or certification of teaching

artists in the state, and 2) ethical issues concerning salary and benefits of teaching artists working in the K-12 classroom. Recommendations would be dependent on the outcome of these conversations.

Preparation Partnerships - Context

In an effort to create a quality educational system among school levels and institutions, from pre-kindergarten to post-secondary, it is vital that we continue to foster and expand the role of collaborations and partnerships to prepare and build strong educators and to inspire creativity in our schools. Through these collaborations and partnerships, we can continue to provide creative and innovative educational solutions for our teachers and students who are navigating a complex culture and society to meet a far-reaching mission that is broader in its scope than the mission of any one institution. While state, regional, county and local collaborations and partnerships exist, a broader scale effort is needed to inspire creativity in our schools and innovate unique solutions for the ever-changing educational landscape in California.

The above-mentioned recommendations have a greater likelihood of implementation through strategic partnerships and collaborations and through greater alignment and cooperation among participating institutions. As partnerships pool resources to address ongoing challenges and needs associated with providing a quality curriculum that includes explicit learning in the visual and performing arts, they are better prepared to impact policy changes. In the recommendations below, key concepts are framed by the following needs:

- to create and support a broad-based coalition (CREATE CA) to shepherd state policies that contribute to a system-wide improvement effort that embraces creativity and innovation for 21st century schools;
- to utilize many broad channels of communication within multi-level governance structures that ultimately take into consideration multiple perspectives and inputs;
- to provide clarity, transparency, and accountability of partnership structures;
- to promote data-driven decision-making for improvements in educator preparation and support; and
- to establish appropriate measures to monitor progress and success.

Policy Recommendation M – Preparation Partnerships

Provide funding for ongoing support of a CREATE CA leadership/advisory

- to meet specific goals relative to the recommendations represented in this section of *The Joint Arts Education Task Force Report*; and
- to steward the implementation of these recommendations.

Policy Recommendation N – Preparation Partnerships

Expand and fund CREATE CA coalition governance structure that will engage wide stakeholder representation and participation.

- Through this structure establish and leverage partnerships (private and public) to build momentum for an awareness of the barriers to arts teacher preparation and credentialing throughout California.

Policy Recommendation O – Preparation Partnerships

Mobilize existing networks and create new networks through CREATE CA to implement recommendations for addressing the critical needs related to educator preparation in order to support an understanding and knowledge of quality arts education and creative schools.

- For example, engage members of the Education Coalition, especially California Federation of Teachers (CFT) and California Teachers Association (CTA) and teacher preparation providers in higher education.

Policy Recommendation P – Preparation Partnerships

Work to build positive collaborative relationships at all levels (state, region, county, local) among those responsible for preparation programs.

- Include higher education leaders, pre-service program providers, classroom teachers (post secondary and K-12), teaching artists and their organizations.

Policy Recommendation Q – Preparation Partnerships

Create a framework for collecting data and evidence of effective collaborations and partnerships establishing guidelines that institutions can use to develop and sustain lasting collaborative partnerships.

- The framework will be developed collaboratively by CREATE CA to define characteristics of successful, evolving partnerships with specific examples of processes and outcomes.

Policy Recommendation R – Preparation Partnerships

Develop and launch a communications’ network

- whereby school districts, county offices, universities, arts, business and private partnerships share best practices and make contributions visible.

Policy Recommendation S – Preparation Partnerships

Promote positive collaborative partnerships that connect organizations, agencies, and institutions around key actionable recommendations listed above.

- For example, utilize the California County Superintendents' Educational Services Association¹⁷ regional arts infrastructure to connect teacher preparation programs across the state.

Policy Recommendation T – Preparation Partnerships

Create a partnership between CREATE CA and higher education teacher administration preparation programs to ensure arts learning is connected to current and future curriculum frameworks.

- For example, create mutual collaborations that ensure support of quality arts learning linked to the new Common Core State Standards (CCSS).

Policy Recommendation U – Preparation Partnerships

Create an ongoing convening of higher education and teacher preparation programs

- to share best practices to ensure equity, access and quality preparation in the arts.

Policy Recommendation V – Preparation Partnerships

Create and/or expand partnerships with creative industry leaders

- to strengthen and expand school/university partnerships that link to private business and creative industry, cultivating a shared conscientiousness for quality, equity, and access for arts as part of teacher education programs and services.

Policy Recommendation W – Preparation Partnerships

Create a foundation for creative schools

- that business, industry, and individual donors can contribute for the purpose of research, building leadership capacity, collecting evidence of partnerships that work, and promoting improvements in pre-service recruitment and professional development that includes creativity and the arts.

Selected Resources

California Standards for the Teaching Profession, Commission on Teacher Credentialing, October 2009.

Hetland, Lois; Winner, Ellen; Veenema, Shirley; Sheridan, Kimberly M., *Studio Thinking: The Real Benefits of Arts Education*, Teachers College Press, (2009).

Seidel, S., Winner, E, Hetland, L., Palmer, P, *Quality of Qualities: Understanding Excellence in Arts Education*, Project Zero at the Harvard Graduate School of Education (2010).

Stone-Wiske, M., Ed. *Teaching for Understanding: Linking Research with Practice*, Jossey-Bass, (1998).

Stone Hanley, M., *The Scope of Multicultural Education*, New Horizons for Learning, Johns Hopkins University (1999).

3

Equity and Access

Context

The Value of Creative Learning

All California students deserve access to a creative education, regardless of their background or where they happen to live. Creativity is central to transformative teaching and learning. More than a mere technological tool or memorized fact, creativity is a generative ability that will last children a lifetime and will affect the sustainability of the global community. Creativity is crucial to youth voice, the desire to learn, and honoring diversity and public participation in an intercultural world. The sustainability of a democracy hinges on fostering problem-solving and creative invention.

Education should challenge youth to think critically, communicate, collaborate and create solutions that contribute to the world. Students must learn to analyze issues and experiences from different, and sometimes antagonistic, perspectives. Their ability to do so requires an awareness of their own diverse cultural histories, as well as their innate curiosity and desire to create. Hence, a world-class education for the 21st century must stimulate creative abilities and critical thinking skills.

No other discipline can replace the arts in the ability to foster creativity and critical reflection. Research continues to show that the benefits of participation are many. Children learn and express their innate intelligence in unique ways.¹⁸ Creative expression strengthens children's sense of self-efficacy and their faith in the capacity of their peers and community;^{19 20} and arts instruction has strengthened language acquisition.^{21 22} Participation in arts education is also linked to academic achievement and the cultivation of empathy between individuals.²³

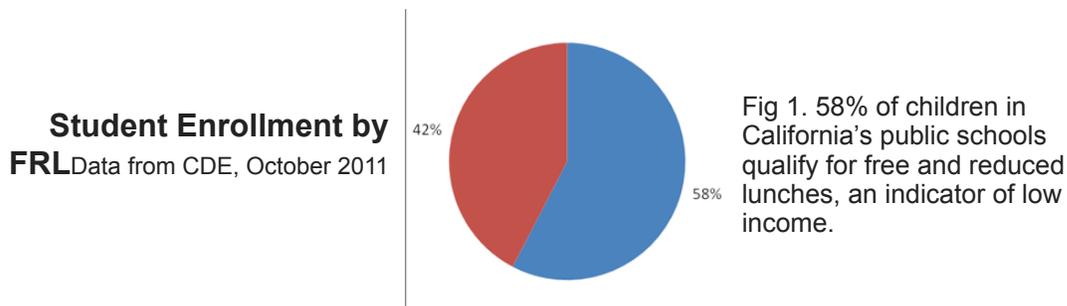
Learning about, in, and through the arts is an essential part of a high quality, meaningful education. Arts-based curricula focus learning on the imagination and the creative process; cultivate curiosity and reflective and interpretive skills; explore cultural knowledge and critique; heighten skills in observation, conceptualization, expression, and healthy risk-taking and present multiple perspectives from multiple cultures. Engaged in the arts, students learn to hypothesize, research, problem-solve, collaborate and invent. They learn the value of tenacity and flexibility, and learn to appreciate errors as an opportunity for transformation.

The arts of all people are valued assets that bear important cultural knowledge for all humanity. Culturally relevant arts education²⁴ provides a necessary bridge for students to connect prior knowledge and cultural assets with their school experience and the curriculum. This is particularly important for those who daily face and internalize negative assumptions about their capacities. Schooling that does not include the arts is limited and omits ways of sense-making that are liberating.

Understanding Access and Equity

Looking at creative education through the lens of access and equity helps to clarify participation rates and focus efforts to improve opportunities for all children in California. However, barriers to quality education for students from diverse racial, social class, national origin, or linguistic backgrounds have a long and well-recorded history in the United States. Geographic segregation continues to reproduce opportunity gaps for children perpetuating exclusion and poverty, while leaving the creative potential of millions of children untapped.

According to the California Basic Educational Data System (CBEDS), over half of California's children attending public schools (58%) qualify for Free and Reduced Lunches (FRL). FRL is a common indicator for students living in poverty. However, a focus solely on socio-economic status misses significant indicators that are relevant to the lives and identities of children.



CBEDS data reveal that poverty, race, and ethnicity collide to frame the lives of many children. Over 50% of Latino, African-American, Pacific Islander, and American Indian children in California's public schools qualify for FRL. These children are overrepresented among the poor. Latino children are 52% of the student body in California's public schools. Over two thirds of Latino children (78%) qualify for FRL. African-American children represent 6.5% of the students enrolled in California's public schools. Sixty-eight percent of African-American children qualify for FRL. Less than one percent of California students are of Pacific Islander heritage, but 60% of those children qualify for FRL. Less than one percent of children in California's public schools are First Nation, commonly called American Indian, but 58% of those children qualify for FRL. By comparison, white, and Asian children are more likely to benefit from larger household incomes than their African-American, Latino, Pacific Islander, or American Indian counterparts i.e., 25% of white households, 35% of Filipino households, and 38% of Asian households.

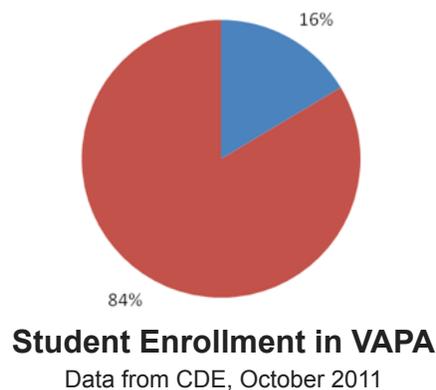


Fig. 2 16% of students who qualify for the Free and Reduced Lunch program are enrolled in a visual and performing arts (VAPA) course. 84% of students enrolled in a VAPA course are not low income.

How do identity and socio-economic status impact access to instruction in the visual and performing arts (VAPA)? According to an analysis of CBEDS data, only 16% of children in the FRL program are enrolled in any kind of VAPA courses. In other words, 84% of the children enrolled in VAPA courses are not of low socio-economic status. Higher income children have more VAPA courses to choose from, and are further supplementing in-school options through private instruction outside of school. Low-income children are offered fewer options in-school, and have less disposable income to engage in after-school study.

However, attention only to the impact of poverty limits how educators approach the whole child; it is important to distinguish between the risk factors associated with poverty and the positive cultural assets represented by cultural and linguistic diversity. These factors do overlap but serve different functions in the experience of the child. Language and culture affirm the positive traits of heritage, identity and resilience, which energize a child's ability to learn, make meaning, create and contribute.

The de facto privatization of visual and performing arts instruction has reduced access for schools in majority African-American, Latino, and American Indian neighborhoods. Recent statewide research by the UCLA Institute for Democracy, Education and Access found that California middle schools that teach majority Latino, African-American and American Indian students were far less likely to be able to successfully raise funds to supplement cuts to schools' budgets.²⁵ Fifty-four percent of principals in higher income schools reported requiring fees for arts and music programs, while only 9% of principals in low income schools required fees. High poverty schools are able to raise only \$1 to every \$20 raised in wealthier schools.

Improving access and equity for creative education requires comprehensive solutions that are relevant to teacher preparation, school finance, public/private partnerships and public policy - every subsection of the *The Joint Arts Education Task Force Report*. This chapter focuses its recommendations on three specific areas:

- 1) Accurate Knowledge and Accountability,
- 2) Elevating Culturally Relevant Teaching and Learning and
- 3) Leveraging Resources to Address Opportunity Gaps that limit the creative potential of children.

Key Policy Recommendations

- 1) Collect and disseminate demographic data on access and equity in arts and design education to inform policy, investment and action.**
- 2) Implement culturally and contextually relevant arts and design education.**
- 3) Forge resource networks to leverage creative learning opportunities for under-resourced students and eliminate the digital divide.**

Discussion of Policy Recommendations

Accurate Information & Accountability - Context

Without a clear picture, it is impossible to design effective policy interventions to improve access and equity. An ongoing assessment process will help identify, address and improve access to the creative learning opportunities for California children. Policies and funding streams must contain accurate, detailed knowledge of participation rates in the Visual And Performing Arts that includes information about social class, ethnicity and geography. Access to knowledge will paint a clearer picture of delivery systems, increase public awareness and help decision-makers make more seasoned choices that can improve opportunities for children.

Inconsistent access to accurate data is limited by the difficulties Americans are having figuring out how to talk about our differences in a diverse society. Accurate data can cut through rhetorical debates and allow our actions to be guided by detailed information and clear targets for action. California should seek alignment with federal categories for diversity to spawn a common language for information and accountability.

VAPA participation rates for children living in poverty are staggering. While reinstating Block Grants for Visual And Performing Arts Education is an important step towards liberating creative learning opportunities for children, funding must be tied to strict accountability methods that simultaneously take the intersections of social class, race, ethnicity and place into account. Without those methods, it is unlikely that all children will be able to access the opportunities that they deserve.

The following recommendations are offered to gain a clear picture of access and equity, and to assess the impact of policies and programs on participation rates. The California Department of Education (CDE) collects valuable disaggregated data on course enrollments that can help the field understand the opportunity gaps that exist in instruction, and track progress towards the goal of equity.

Policy Recommendation A – Accurate Information and Accountability

Collect and disseminate demographic data on access and equity in arts and design education to inform policy, investment and action

- **Make available to the public information on participation in the visual and performing arts.** Include VAPA and CTE course enrollment data on ethnicity, gender and FRL on the CDE website for public review.
- **Reinstate Arts and Music Block Grants attached to clear data collection and accountability measures that guarantee equal access to the arts for under-resourced children.** Collect and make public accurate data on ethnicity, gender and socio-economic

status in the future distribution of funds if “Block Grants” for instruction in the visual and performing arts are reinstated.

- **Require local and state cultural agencies, including the California Arts Council, to collect and make public data on ethnicity, race, social class, gender and geographic location on all grants awarded; include organizations funded and communities served.** Such measures would provide a clearer picture of participation in the arts and help assess progress towards equitable access.

Ensure Quality Curriculum and Instruction - Context

Attention to the quality of arts education for students in under-resourced communities is absolutely necessary in order to avoid a replication of previous educational conditions. A quality arts education should include arts production, aesthetics and arts integration. Instruction should be developmentally appropriate and provide constructivist teaching that helps students to think creatively and critically in order to develop a positive sense of identity and awareness of cultural roots and connections to others, and to analyze and interpret content and form. Researchers and arts educators have described the quality of excellent arts education as

...excellent materials, outstanding works of art, passionate and accomplished artist-teachers modeling their artistic processes – and experiences of quality – powerful group interactions and ensemble work, performances that make them feel proud, rewarding practice sessions, technical excellence, and successful expressivity.²⁶

Quality arts education includes the full range of instruction from novice to mastery. Sufficient resources are necessary for each stage and site of creative and artistic development. Adequate time, space and materials are needed to learn how to interpret and discuss the arts, to explore the elements and principles of design, and to develop the skills to express ideas and concepts. Other characteristics of quality in arts education include community building, open and supportive communication, authenticity, collaboration and relevancy as an acknowledgement that quality is multifaceted and includes the cultural standards students and families bring to the arts and learning.

Culturally relevant arts education²⁷

An additional perspective on quality arts education must include an understanding of the role of culture as the process and product of meaning-making in the arts, teaching and learning. Culture is complex and includes multifaceted aspects of identity such as age group, race, social class, gender, sexual orientation, religion, and place such as neighborhood, city, nation, even classroom. Thus, all students have culture as prior knowledge through which they interpret their experiences. Culturally relevant arts education is more likely to be meaningful and can help students to integrate, assess, critique, express and transform their thinking and action.

Some students may respond in passive and active acts of resistance to schooling because they find little room for their interests or questions in a pre-determined curriculum with few connections to their prior knowledge.²⁸ ²⁹ Although the elements of the arts—line, color, rhythm, etc. are universal, the content and

form of the arts have culturally-embedded roots. For example, arts education curricula that center on the European canon only may garner a resistance response from some students of color.

Gay states culturally relevant teaching should be used to teach “to and through their [students’] personal and cultural strengths, their intellectual capabilities, and their prior accomplishments.”³⁰ Culturally relevant arts education provides an approach to curriculum and instruction that is based on the assets of the cultural group rather than on perceptions of deficiency. Students learn that the arts already in their homes and communities are forms of cultural capital that they can offer and transform. Such student-centered arts education encourages engagement, ownership of learning and positive identity development that can have a positive impact on the dropout rate of black, brown, and American Indian students, as well as white students from low socio-economic communities.

Quality culturally-relevant arts education also should be intra-cultural and inter-cultural by exploring the interconnections between the arts from the students’ cultures and those from multiple cultures. Culturally-based, student-generated questions and art work can be merged with teacher-generated curricula for artistic skill development and aesthetics. Knowledgeable teachers can help students to investigate the traditional and contemporary arts from the Diasporas of Asia, Africa and the Americas, as well as from European cultures. All arts are acts of imagination and creativity embedded in culture; arts education that values one cultural context above another marginalizes others. Thus, culturally relevant arts education acknowledges that even in the arts the decisions about which knowledge is of most worth should be intentional.

Finally, culturally relevant arts may serve as a means of research and assessment for teachers; through the arts they can learn about the cultures of students and what students know and imagine. Teachers also may use the arts as performance assessment or self-assessment to understand what students have learned during instruction.

The following policy recommendations can be adopted across different agencies and institutions to elevate quality arts education for all children, particularly those from under-resourced communities:

Policy Recommendation B – Ensure Quality Curriculum and Instruction

Promote quality arts education and arts integration.

- **Affirm that teaching in and about the arts (arts and design education) and through each art form (arts integration) is a comprehensive curriculum.** Each art form has valuable skills and knowledge for students to learn in order to be creative and critical thinkers. Quality arts integration that involves teaching curricula of both the arts and other core disciplines, such as math, social studies, language arts, etc. also supports student learning through creativity.
- **Affirm that creativity is the apex of higher order thinking skills.** Arts education and arts integration are seamless ways to achieve creativity.

Implement culturally relevant arts education.

- **Promote the arts as a means to teach and learn about self-knowledge, respect, self-respect and empathy, as well as multicultural ways of knowing.** Include instruction on

diversity grounded in the arts and use cultural knowledge as a platform to support the critical thinking and creative innovation of young people, particularly for those students who are not engaged by the official standards-based curriculum.

- **Promote student agency and voice as primary focuses of quality arts education.** Adopt culturally relevant arts education and arts integrated curricula that focus on positive identity development and ownership of learning as goals of instruction. Affirm the cultural assets students bring to the classroom.
- **Clarify that arts integration represents all trans-disciplinary arts-based-curriculum, including instruction in the traditional arts.** While arts integration may include curriculum that ties content areas together, such as drawing instruction for a science journal, the traditional arts should also be seen as a form of arts integration when they connect dance to history, or music to social studies. Both traditional and contemporary art forms and artists express the values and lives of people in time and place. Understanding ancient and contemporary art forms and contexts necessitates lifelong learning. Traditional arts include their own rigorous teacher preparation, which may be absent from formal teacher training in higher education. Traditional artists are developed through many years of robust training and mentorship - often embarking over decades of study and practice teaching under a mentor. In many cases, this age-old teacher preparation process in traditional arts is equivalent or more robust than the formal teacher training processes used to certify teachers.
- **Build collaborations among classroom teachers, arts specialists, teaching artists, parents and community members.** No one can possibly glean the rich potential of culture and the arts without the assistance and expertise of others. By incorporating local cultural expertise and leadership, the schools become an integral part of the community, which generates more resources for students in and out of school.
- **Incorporate contextual teaching and learning in arts curricula.** Models such as service learning, Career Technical Education, authentic instruction, or inquiry-based or problem-based learning link arts education with real world challenges. These project-based learning models engage students in creative problem-solving skills needed for design, leadership and collaboration. Additionally, contextual teaching and learning involves higher-order thinking skills or application, analysis, synthesis and creativity that can promote critical thinking.
- **Students deserve real world applications for their inventions and designs.** This can be facilitated through the collaborative efforts of schools with for-profit and not-for-profit organizations. Under-resourced communities have set global trends in fashion and music, through original works, product adaptation and repurposing. Many manufacturers scour the web to see what is bubbling up from “the streets” in order to stay relevant in the marketplace. Schools and businesses should develop ways to partner with young designers and artists to allow them to benefit from their artistic genius in measurable ways. Examples of successful partnerships can be found in initiatives like Junior Achievement.
- **Strengthen communication between home and school cultures and increase opportunities for parent involvement by creating a welcoming and egalitarian school environment.** Empower a diversity of parents, regardless of primary language, socio-economic status, race, ethnicity or educational background. Examples of this can be seen in the PTA’s Parent Education Program, in the work of the Title 1 Parents’ Union, and in arts instruction for parents at school sites working to promote engagement and campus beautification.

Increase education and understanding about the arts

- **Educate teachers, parents, administrators and policy makers about the importance and benefits of creativity and the arts for all students regardless of their primary language, economic or cultural backgrounds, or academic achievement.** Current research continues to show that creative education can benefit language acquisition. Provide CRAE and arts integration opportunities to children who are learning English as their second language, and to students who may not be performing at grade level to support their academic advancement. Indeed, the arts have traditionally helped people from all cultures to weather difficulties and transform their lives.
- **Support and build leadership for creativity and the arts in higher education.** Encourage tenured positions for faculty with expertise in arts education to prepare teachers in higher education to build resources that can impact the demand in K-12.
- **Expand pre-service course offerings for teachers.** Recruit and prepare teachers with cultural and artistic expertise by improving interdepartmental collaborations among arts, area studies, and education departments in higher education. Remove barriers to arts instruction by offering credentials in all art forms, including dance and drama.
- **Incorporate design and media standards along with dance, drama, art and music.** The President's Council on the Arts and Humanities (2011) has recommended a multi-pronged approach to address a crisis in access to instruction for children through: 1) standards-based instruction, 2) instruction from teaching artists and culture bearers, and 3) emphasis on arts integration.³¹ However, data on participation rates are substantially lower in the genres that do not offer a formal teaching credential in that content area.

Forge Resource Networks to Address Opportunity Gaps - Context

Collaboration is the key to expanding the potential resources available to help children reach their creative potential. The above sections address specific ways that K-12 schools, institutions of higher education and civil society can identify and assess access and equity to arts education and improve schooling through culturally and contextually relevant teaching and learning. However, schools do not exist in a vacuum and opportunity exists to: 1) forge place-based partnerships that increase creative learning opportunities for children; and 2) eliminate the digital divide.

While many schools in economically poor communities lack in-school instruction in the visual and performing arts, children and families seek ways to preserve traditional cultural knowledge, and to innovate new forms of creative expression. Maria Rosario Jackson's³² important research on cultural indicators found that many developing communities report a lack of formal arts programming in the form of coursework, museums, theaters, and community arts spaces. However, when she refocused her inquiry on creative expression, communities found numerous ways to foster local creativity - through faith-based choirs, local salsa ensembles, and the like. Jackson sees local creativity as "Cultural Kitchens" and the role of educators as identifying and cultivating local talent.

What if public schools served as cultural kitchens energized by the creativity of children and youth? How can schools work with professional artists and arts organizations, faith-based, cultural and business organizations to increase opportunities for children?

Policy Recommendation C - Forge Resource Networks to Address Opportunity Gaps

Build networks to support creative learning opportunities for under-resourced children.

- Institute processes for community arts organizations and culture bearers to become certified instructional providers for young people during or after school.
- Support civic engagement and symbiotic partnerships among K-12 schools, community colleges, and universities. These institutions have proven successful for children as well as for young artists in higher education.^{33 34 35} This can be done successfully by linking civic engagement and service learning courses to VAPA, CTE, or design instruction in the community. Programs such as ArtsBridge provide models for ongoing K-20 collaborations that increase access to quality arts instruction, expose students and parents to college life and the college-going culture, and help university students share what they know.
 - Many businesses in well-resourced neighborhoods support their local schools through donations. Avenues should be created to leverage business partnerships to support under-resourced schools not only through direct investment, but also through hands-on instruction and mentorship that increase exposure to creative careers. Professional artists and arts organizations clearly have a reason to ensure access to the arts for all students; as artists they understand the value of the arts to individuals and society, and as businesses and arts organizations they must be aware of the value of arts education to build audiences.
 - Partnerships that help remedy place-based inequalities can be developed among K-12 schools, higher education, civil society, and industry councils. In the same way that designations are given by local, state and regional governance for enterprise and empowerment zones and arts districts, incentives should be created to support collaborations with schools that cultivate the creative potential of students and stabilize the lives of vulnerable families and communities.

Eliminate the Digital Divide

- The impact of digital learning on children has become a central focus of many researchers and foundations.³⁶ The digital divide exacerbates the opportunity gap for children, both inside and outside the formal school day. Forward thinking educators and administrators now embrace the notion that 21st century learning should engage the “4 C’s” of critical thinking, communication, collaboration, and creativity.³⁷ This will require changes in teacher preparation, pedagogy and administrative protocols that currently limit internet access in

many schools. Generational and cultural divides in the use of, and access to technology as a publication, communication, and research tool must be overcome. Many examples of online learning now exist. From informal crowd-sourced how-to videos, to formal e-courses and MOOCs, online learning is now accepted as a part of the solution to increasing educational access and affordability. An example of a school district providing low cost broadband to local families can be found in the Fresno area leadership of Superintendent Larry Powell.³⁸

- While some school leadership welcomes the educational use of broadband to support student learning, other districts limit access and effectively lock the gates on the global library called the internet. Access to broadband, educational software, and mentorships, can support the growth and enrichment of children who lack in-school instruction in the arts and design. Many young people have turned to YouTube for a wealth of educational videos about things they wish to learn or to be tutored in. Digital learning has become a viable way for businesses and laypersons to share what they know with the public at large.³⁹ Access to broadband, a smartphone or computer, and creative software can help students extend their learning inside and outside the classroom.
- It is time to connect public schools to existing social and material infrastructure in Community and Faith-Based Organizations, and political and social groups, in order to support and develop students' educational and career interests. It is important to help learners choose and create pathways that lead them away from high-risk activities. Student acquisition of marketable skills should be seen as self-affirming, not as a sign of weak character or abandoning one's friends and neighborhood. Students seeking alternatives discover new learning and career opportunities and model these findings to their peers. This process helps bring students' ideas to life and develops a positive culture of research, problem-solving and career awareness.
- Many of the skills needed in the new economy are being taught online. The web has become an adjunct to the brick and mortar classroom for many young people. Schools can learn from the successes of youth and family-oriented community economic development organizations. For example, the Watts Labor Community Action Committee (WLCAC), Urban League, Opportunities Industrialization Centers (OIC), and Homeboy Industries connect schooling to small business development that emphasizes local knowledge, entrepreneurship and sustainability.
- Business practices are becoming increasingly web-based. Access to high speed broadband and the appropriate hardware and software configurations are an absolute necessity for this type of 21st century learning. Not only access to materials, but ongoing instruction and mentorship are necessary to guide students through the process of mastering these new tools. With the help of new low cost 3D printers, scanners, and CAD software, students can create designs and prototypes of what they imagine without the need for large amounts of start-up capital. They can then begin to create short runs of products to do "street corner" market research in their schools and neighborhoods.
- Arts and design-based learning can be supported through civic engagement partnerships with K-12 schools, higher education and industry.

4 Policy and Politics

Context

In 2011, the European Commissioner of Trade identified a choice for all countries and states: “War Economy or Warhol Economy.” De Gucht was invited to present on a panel that addressed Managing the Impact of the Financial Crisis in Europe. In this speech, the Commissioner described how the “cultural and creative industries will play a crucial role in the years to come if we want Europe to achieve sustainable economic growth.”⁴⁰

Indeed, UN research showed growth in cultural and creative industries. While international trade contracted by 12%, “world exports of creative goods and services continued to grow, reaching \$592 billion in 2008 — more than double their 2002 level, indicating an annual growth of 14% over six consecutive years.” The UN recognized that if new business models paired with digitization, “all cultural producers face...huge potential growth.” Sadly, with the exception of the Otis Creative Economy Report produced in the Los Angeles region, the United States is far less experienced at collecting information about creative industries. As a result, we cannot see what we are missing: how strategic arts education can produce a creative workforce that drives economic growth.⁴¹

These recommendations seek to address the concern that American students are falling behind globally. Creative power, first realized in intellectual capital provided by public education, will allow California’s students to compete globally in all disciplines while honoring the diverse cultural traditions reflected in our citizens. These strategies outline a roadmap to “...the day when all students are prepared to pursue their dreams, participate in the rich cultural life of our state and compete in our global economy.”

Policy Recommendations:

Policy Goals for Creative Schools

Based on numerous recommendations and a variety of detailed strategies for curriculum, teacher quality, funding, industry partnerships, research and the search for equity, the following Policy Goals for Creative Schools are recommended:

Policy Recommendation A – Arts as Core

Reinforce Education Code that places arts as part of the “core” curriculum by communicating existing requirements to districts, providing strategies that allow the arts to implement new “Common Core Standards.”

- Support these efforts through a clearinghouse of research data and toolkits that assist in district evaluation of arts programs and the development of district strategic plans.

Policy Recommendation B – Expand Curricular Vision

Expand curricular vision both by endorsing and supporting sequential arts instruction and teacher certification in dance and theater and by developing a vision for CA schools that supports media arts, trans-disciplinary and traditional arts as part of an arts-integrated experiences to feed student achievement and agency.

- Such focus naturally lends to collaboration with leaders and advocates of the STEM fields.

Policy Recommendation C – Arts Report Card

Develop an “arts report card” to be used by every district.

- This public reporting system would allow districts to assess their own commitment relative to certain state-defined minimum requirements for arts education.
- In addition to the status of current efforts, the public report shall include specific steps the district proposes to expand access to arts education. The report would address the severe gap in information, data and research across the state that prevents clear understanding related to access and equity, thus, hindering targeted interventions.

Policy Recommendation D – Improve Accuracy of Information

Improve the accuracy of information regarding access to arts education by including race and ethnicity data in VAPA and relevant CTE course enrollments available to the public on CBEDS while establishing reporting on access and equity in programs supported by public funds.

- As part of an “arts report card,” include reporting on access and equity in programs supported by public funding.

Policy Recommendation E – Administrator Evaluations

Require administrator evaluations to document and reflect school leaders’ effectiveness in ensuring a sequential, standards-based arts education for all students.

- Such documents would report on arts instruction in all four arts disciplines, high-quality credentialed teaching, standards-based instruction and assessment, and effective use and coordination of community arts education resources and strategies for all students.

Policy Recommendation F – Performance-based Model Assessments

Create a rigorous and well-articulated system of authentic school, district and state-wide performance-based model assessments within all arts disciplines and in interdisciplinary formats that demonstrates the arts’ critical role in the culture of the school and community.

- Fund a “CA Media Arts Education Portfolio,” and a series of assessment tools that can begin to build a statewide resource for best practices.

Policy Recommendation G – Create State-level Clearinghouse

Maximize, leverage and support partnerships to create a state-level clearinghouse of best practices, research and measurement tools.

- Focus foundation and corporate partnerships on further development of networks and resource distribution, which include “expanded learning” programs and existing programs provided by cultural institutions.

Policy Recommendation H – Promote Vision and Strategies for Creative Schools

Recruit and empower an influential group of cross-sector leaders to promote the vision and strategies for creative schools.

- Facilitate statewide partnership initiatives that allow for consensus around objectives, actions and resources. Partnerships might include “Arts Champions” and “Collaborative Partnerships for Creative Schools.”
- Consider developing a “Higher Education Council on Creative Schools” to provide leadership in pre-service training, research and scholarship in arts and creative-learning research. Actions would include developing messaging, launching a media action campaign aligned with the Report and seeking endorsement from key public figures.

Policy Recommendation I - Create Education and Business/ Industry Council

Create a California Education and Business/Industry Council.

- Provide a forum for communication among employers, educators, students and policy makers, allowing business and education leaders to make connections, learn from each other and identify common goals and issues. Discuss creating opportunities within the educational

system for students to gain the skills and qualities in creativity, cultural understanding, communication, collaboration and problem-solving.

Policy Recommendation J – Implement Creativity and Innovation Index

Support implementation of a creativity and innovation index along the lines of the suggestions made in SB 789.

- Expand concepts of SB 789 to include exploration of creative thinking and behavior as part of an index.

Summary

An economic strategy will be required to meet these goals. Next steps may include deliberations on how to make the most of Title 1 funding to meet such goals, a renewed coordination with philanthropic interests, and a concerted effort to work with key state leaders in both parties. Funding models should be developed that clearly evaluate the cross-sector benefits of creative learning as a remedy or mitigating factor in state public investments in other sectors; for example, drop-out rates leading to high incarceration expenses within the state.

The general spirit of these policy recommendations provides essential infrastructure, an expanded curricular vision, an accountability plan, improved research and data and partnerships to meet gaps in current arts education delivery.

5

Research and Evidence Building

Context

Research and evidence building contribute to educational improvement through the integration of professional wisdom and the best available empirical evidence in making decisions about how to deliver instruction.⁴² Professional wisdom includes the judgment individuals acquire through experience, as well as consensus views about best practice. In addition, professional wisdom includes the effective identification and incorporation of local circumstances into instruction. Empirical evidence consists of both scientifically based research (SBR), especially in educational settings, and empirical data on performance that can be used to compare, evaluate, and monitor educational improvement. The U.S. Department of Education has put a heavy emphasis on use of SBR as a means to determine “What Works.”

As was noted in *A Blueprint for Great Schools* (2011), California lags behind other states in the development of educational data systems.⁴³ The state's K-12 accountability system, based on the Academic Performance Index (API), relies on student test scores instead of a broader array of student outcomes. Like the federal system under No Child Left Behind (NCLB), the state accountability system depends only on performance standards coupled with rewards and sanctions to improve underperforming schools and districts. Little information is provided on either the source of the underperformance or how to improve performance.

Goals

If the visual and performing arts are to take their place alongside other components of the core K-12 curriculum in regard to both program quality and student access, a robust system of indicators will be needed to inform school accountability. Tools must be developed for measuring student learning related to the arts. A system must be put in place to vet the quality of arts-related research and share information with stakeholders in regard to both attainment in the arts disciplines and related indicators, such as increased academic achievement, higher attendance and reduced behavior issues.

The preference given to SBR under NCLB poses special challenges for arts educators because SBR is required for many federal grants. Where these projects involve the arts, this generally means the effectiveness of the arts intervention is measured by its impact on a non-arts outcome for which quantitative data are available. Lacking a California Standards Test (CST) in the visual and performing arts, the SBR component of the evaluation must look at whether implementation of the program boosted a variable such as attendance or the English language development of children who speak a language other than English at home. Such findings are valuable in demonstrating the impact of arts integration. However, there is a consensus among arts advocates that the arts should be respected for more than their instrumental value in accomplishing non-arts goals.

Since the arts are part of the core K-12 curriculum, learning in the arts disciplines should be recognized and assessed. Given the current time pressures on teachers, content areas for which no high-stakes assessments exist can easily get squeezed out of the curriculum. Therefore, we recommend that a California Standards Test in the Visual And Performing Arts be developed for students at the fifth and tenth grade levels. This assessment would measure conceptual knowledge in the disciplines of visual art, music, theater, and dance. This state-wide test will also serve an equity purpose by indicating whether all students have access to high-quality arts instruction.

Monitoring educational improvement in arts instruction will also require more detailed and frequent assessments. We recommend development of classroom-based performance assessments for dance, theater, music, and visual art. The assessments would be administered by teachers and might be modeled on those used in the state of Washington.⁴⁴ Such benchmarks not only provide a snapshot of student learning in the arts, but they can also be used throughout the school year by teachers to gauge student understanding. In addition, these assessments could be utilized as part of evaluations designed to

measure arts learning or that which is derived from instruction delivered by teaching artists employed by school districts or by non-profit arts organizations.

Still, neither SBR nor classroom-based performance assessments can take the place of professional wisdom. Combined with empirical evidence, professional wisdom allows educators to operate intelligently in the numerous areas where research evidence is absent or incomplete. Nonetheless, professional wisdom requires foundational knowledge of accepted best practices in the field. California assigns responsibility for arts instruction at the elementary level to the classroom teacher. Yet, few credentialing programs provide novice teacher candidates with adequate training in the arts. We recommend that an augmented arts requirement for teacher certification be adopted.

As schools and school districts augment their visual and performing arts offerings, they will need access to high-quality research to guide their decisions about how to deliver instruction. The high volume of research done on various programs, products, and practices can make it difficult for non-researchers to interpret the existing evidence. We recommend that California establish a practical, centrally-supported digital platform for vetting and disseminating research findings, and for driving communication among educators, policy-makers, and community stakeholders. Ideally, California would also host an information portal where lesson plans and other materials could be submitted and vetted, so teachers could feel confident in the quality of the lessons they download.

The Joint Arts Education Task Force Report must also focus on creativity. Therefore, we recommend the State of California proceed with the exploration and implementation of a creativity and innovation index along the lines suggested in SB 789. This bill called for a broadly advised and deliberate process to decide how such an index might work and what it should include. This would put California at the forefront of a creativity index that is well thought-out, widely valued and carefully designed.

Policy Recommendations:

Data Collection Challenges and Recommendations

Schools and districts face significant challenges in collecting and analyzing data that will provide insight into program design and teacher training, as well as make a strong case for the inclusion of arts education in the core curriculum. The Research and Evidence Building committee identified the following major challenges:

- School and district personnel are already over-burdened with administrative reporting and may not participate in arts education data gathering and research if it is not mandated at the district or state level.
- A broad range of important arts education student outcomes have been reported; however, high quality assessments for measuring these are not readily available.

- No central platform exists that vets and disseminates arts education research; this limits the usefulness of arts education research in designing curriculum, training teachers, advocating at grassroots levels and engaging in higher-level policy making.

Recommendations were developed to address these challenges and advance toward the goal of increasing arts education quality, equity and access in California public schools.

Policy Recommendation A – Access to the Arts

Biennially assess student access to arts education using a state-mandated information system.

- Conduct a statewide survey to establish a baseline for student access to the arts.
- Establish procedures to share the information publicly with stakeholders.

Policy Recommendation B – Arts Assessment

Develop tools for measuring student learning related to the arts that will be useful across all California public school contexts and sub-groups.

- In the next three years, develop annual standards-based performance assessments that can be used by schools to assess students' abilities to carry out grade-appropriate activities related to visual art, music, theater and dance.
- In the next five years, develop a California Standards Test in the visual and performing arts at the 5th and 10th grade levels that would assess basic conceptual knowledge of visual art, music, theater and dance.

Policy Recommendation C – Evidence Building

Build evidence to support the role of the arts in developing capacities and dispositions related to both academic achievement and social-emotional well-being.

- Provide funding for scientifically-based research in connection with state-funded and state-administered teacher professional development grants.

Policy Recommendation D – Teacher Credentialing

Update the teacher credential requirements to provide a stronger focus on the arts.

- Revise the teacher credential requirements to provide elementary teachers with sufficient pedagogical content knowledge in the visual and performing arts to enable them to provide standards-based arts instruction to their students.

- Adopt teacher credentials specific to the fields of theater and dance, similar to those that already exist for music and the visual arts.

Policy Recommendation E – Access to High Quality Research

Establish a practical, centrally supported California Digital Arts Education Portal where research findings vetted through a peer-review process can be disseminated.

- Provide research summaries about the various arts programs, products and practices so non-researchers can easily assess and interpret the existing evidence.
- Provide easy access to high-quality research findings that will provide a foundation for planning and on-going dialogue among educators, policy-makers and other stakeholders.

Policy Recommendation F – Creativity and Innovation Index

The State of California should proceed with exploration and implementation of a creativity and innovation index along the lines suggested in SB 789.

- A broadly advised and deliberate process should be undertaken to decide how such an index might work and what it should include.

Selected Resources

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6 **Role of Business and Industry in the Creative Workforce**

Context

The California education system plays a critical role in developing a vital workforce that meets 21st century economic challenges. Business and industry leaders rightly view education as a supplier of the

creative, thoughtful, confident employees they urgently need, yet feel that our education system is not meeting their expectations.

Changing the “ecosystem of education” is critical to the future of the United States and its competitiveness as a nation. The process of change must start with a wide-ranging discussion about the most effective strategies to adopt—partnerships between industry, Career Technical Education, and academia, improved teaching methods that develop the critical attributes students need and economic investments. With a focus on integrated, active and ongoing learning, the educational system must be improved, the timeline from novice-to-expert must be accelerated and future workers must become more equipped to solve many problems that don’t yet exist.

Business leaders have become quite vocal about the skills needed for their current and future workforce. These include the “4C’s”: critical thinking, communication, collaboration and creativity, as identified by the *Partnership for 21st Century Skills*. While there is much discussion about how to teach these various skills, the one area of education in which these skills are embedded is the arts and Career Technical Education.

Business leaders express the desire to hire people who are lifelong learners, who are literate, can analyze information, can generate new ideas on their own, can work well with other people and can communicate clearly. Currently there is a shortage of these skills in the contemporary workforce. These skills and concepts are taught within the scope of arts education, yet in our present culture of standardized testing, and the resulting narrowing of curricular offerings, arts integration and discreet arts education are too often removed from our schools.

Business and education currently face very compelling and common challenges as they struggle to thrive in the current economic context. Yet they have very little contact with each other. More effective partnership, coordination and collaboration will strengthen both sectors. Our challenge is to develop effective partnerships and conduits of communication that actively engage business leaders in education transformation with the understanding that industry’s most urgent and immediate needs can best be met via long term investment in education reform.

There is a growing interest in adding arts integration and discreet arts education programs into schools. Business and industry leaders must be engaged to strengthen this education and policy shift because it directly affects their bottom line and the health of the California economy.

Arts education contributes to the development of a creative individual who can communicate, is self-disciplined, inquiring, motivated and innovative. One in six jobs in California are tied to the creative economy – in the creative industry. When you add other industries that rely on creativity and innovation to build the next generation of products, it’s more reflective to say that one in three jobs is tied to creativity. IBM’s annual survey of 1,500 CEOs identifies creativity as the number one leadership competency of the future.

Creative industries are growing rapidly in number and play a powerful economic and social role in our society. Business statistics gathered from the State for 2010, indicate there are just under 600,000 private-sector firms in California. Of these, only 3,700 are large enough to have more than 1,000 employees, which is less than one percent. Today's knowledge-based economy requires workers who can think creatively, solve problems, exercise individual responsibility and interact effectively with others. We need to ensure that students are offered a complete education that fosters creativity and innovation.

Goal

In partnership with the business sector, transform our education system to respond to the global economic changes taking place in the 21st century.

Policy Recommendations:

Arts Education and the Creative Economy

Policy Recommendation A – Education and Business/Industry Council

Create a California Education and Business/Industry Council.

- This state-wide council should focus on the needs of businesses, the challenges schools face and the importance of creating opportunities within our educational system for students to gain the skills and qualities needed to face the economic challenges business and industry face: creativity, cultural understanding, communication, collaboration and problem solving. The Council should be used to provide a forum for communication among employers, educators, students and policy makers, allowing business and education leaders to make connections, learn from each other and identify common goals and issues.
- The California Council should be made up of business and industry of all sectors and sizes, with locations throughout the state. In California, entrepreneurial start-ups and small businesses are leading the growth in the business sector and should have a strong voice along with “big” business. In addition, these councils might also be formed at the regional or local level, perhaps interfacing with existing groups that bring business, industry and education together.

Existing models to use in the design of this council are

- Glenn Co., CA Office of Education – Business Education Council (BEC)
- Grundy County, IL, CoC – Business Education Council (BEC)
- Oregon E3 (Employers for Education Excellence)
- Colorado's Creative Economy Advisory Panel

Policy Recommendation B – Partnerships

Partner with key business leadership groups.

- It is advantageous to connect with businesses “on their own turf” via their own professional organizations, to engage and inform them about what work is being done to transform education to meet their needs by developing the skills needed within our students to help build a thriving economy.
- This partnering can also serve to inform education as to what best practices, tools and techniques could be brought to bear in “business,” the business of creating a highly-qualified creative citizenry.

Examples of key groups are

- California Volunteers
- Silicon Valley Leadership Group
- Orange County Business Council
- California Chamber of Commerce
- California Business Roundtable
- California Business for Education Excellence
- Central California Council
- Workforce Investment Boards
- The Los Angeles Coalition for the Economy & Jobs (The L.A. Coalition)
- National Federation of Independent Business/California
- American Leadership Forum of Silicon Valley
- 1st ACT Silicon Valley
- BIOCUM Institute and BayBio
- CONNECT (San Diego)

Policy Recommendation C – STEM/STEAM

Partner with the STEM/STEAM movement.

- The NSF recently awarded a \$2.6 million grant to the Art of Science Learning initiative for "Integrating Informal STEM and Arts-Based Learning to Foster Innovation," and the NEA is now accepting art and science initiatives under its ArtWorks grants. Shifts at two key federal granting agencies to include art and science-infused projects show a recognition that arts and STEM education do, in fact, belong together.
- STEM funding has increased in recent months with government and business leaders recognizing how far the U.S. has fallen behind STEM fields compared to the rest of the world. While STEM is gaining recognition on the national stage, various organizations are stepping up to ensure that the arts and creativity don't get lost in the mix: musician will.i.am's i.am.angel Foundation recently partnered with Discovery Education and NASA to launch i.am.STEAM; Wolf Trap received a four-year, \$1.5 million grant from the Department of Education to pursue early childhood STEM education through the arts; Sesame Street just launched the first STEAM program called Elmo the Musical; and the Rhode Island School of Design (RISD) launched www.stemtosteam.org to further its mission in Rhode Island. In San

Diego, Full STEAM Ahead is gaining momentum and getting ready to launch the first STEAM member organization to collect resources, identify participating organizations and schools, and to provide a platform to engage with the business community.

- Partnerships with these groups will provide access to the educators and organizations, leading the charge in changing the way we approach STEM in schools by adding an “A” to make sure it’s clear that art is a crucial element in preparing our youth for the future workforce through innovation and creativity.

Examples of organizations/initiatives with which to partner include:

- Art of Science Learning – national initiative headquartered in San Diego
- California STEM Learning Network
- BIOCUM Institute – bridges with Southern California life sciences industry
- Full STEAM Ahead

Policy Recommendation D – Exemplary Partnership Models’ Database

Develop a database that details exemplary models of success where education partners with business.

- Recognizing that standardized Federal or State template solutions do not often suit every community, the creation of customized, innovative solutions that suit different rural, suburban and urban contexts would serve as valuable resources for schools and teachers.
- The National STEM network has established a database, and we should pursue a partnership with that group. Many examples of excellence in partnering with business will also be captured in the Full STEAM Ahead network. Providing linkages to these, and other growing databases, is crucial to sharing best practices.
- Because of the great geographical diversity within our state, we also recommend the development of a GIS interface for this information so educators and administrators can easily see what exemplary models are in similar geographical contexts as themselves.

Policy Recommendation E – Cadre of Business Leaders

Develop a cadre of key business/industry executives and leaders that involve CEOs interested in the future of CA business competitiveness, who will act as public spokespersons for creativity, innovation and the power of arts education in order to build public will around the importance of including rigorous, sequential arts learning K-12 and beyond.

Possible spokespersons are

- Russell Goldsmith, chairman and chief executive of City National Bank, founder, The LA Coalition
- Harvey White, chairman of (SHW)2 Enterprises and co-founder of Qualcomm
- John Tarnoff, CEO, Newspeak Consulting Group, formerly Head of Show Development at DreamWorks Animation SKG

Short-term Outcomes

- Establish a California Business/Industry and Education Council.
- Build relationships with California CEO's to engage in the Council and availability as spokespersons for creativity in schools.
- Build relationships with state and national STEM/STEAM organizations to advance the cause of a complete education.

Intermediate Outcomes

- Fully-functioning California Business/Industry and Education Council is implemented.
- CEO's acting as spokespersons will generate attention from the business community, elected officials and the media; the list of engaged CEO's will continue to grow.
- State agencies, including the California Chamber of Commerce, are aligned and working together for the betterment of students in the state, and reflect growth of the business community and the positive economic development of California.

Long-term Outcomes

- Business and Industry will be true partners in the success of the California education system and fulfillment of the educational dream that all students graduate high school with the skills and abilities to navigate higher education, technical training and/or the workforce of the 21st century.
- Business and industry will have a seat at the education table and consider themselves essential to the growth and prosperity of student success and the economic viability of the state of California.

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7 School Finance and Sustainability

Context

The idea of tackling finance and sustainability for arts education within California schools versus the reality of state funding cuts and instability appears to be an unfortunate 21st century oxymoron in recent years. In 2006, California established the Arts and Music Block Grant program, the largest state investment in arts education in U.S. history. However, no sooner had school districts begun to get traction rebuilding arts programs, the economic downturn hit. Leaders in Sacramento reduced funding for about 40 state categorical programs (which included the Arts and Music Block Grant funding) and made them discretionary through 2012–13, and, subsequently, extended to 2014–15.⁴⁵ By granting this “flexibility” for districts to redirect arts education categorical funds for other purposes, only a few districts were able to continue using the Arts and Music Block Grant for its original purpose.

In the last four years, funding for our schools has been cut by more than \$20 billion.⁴⁶ Ranked 46th among the 50 states in K-12 spending per student in 2010-11, California schools spent \$2,856 less per student than the rest of the US that year. To reach the level of the rest of the US, California would have had to spend an additional \$17.3 billion on education, an increase of 32.1 percent.⁴⁷ Every component of a well-rounded education has been damaged, including access to arts education.

To ensure all students have ongoing access to quality arts education, we see four key elements that must be in place.

1. Adequate resources
2. A very clear state policy expectation about student access to arts learning
3. Technical assistance and support for innovation
4. Public reporting and accountability

Here are the issues and ideas around these four elements:

Policy Recommendations:

Adequate Resources - Context

California's dire financial situation has constrained the ability of school districts to deliver a well-rounded education that includes the arts. In 2009, the Hewlett Foundation commissioned a series of reports called *An Unfinished Canvas*⁴⁸ to examine the status of arts education in California. In such a large state, with an enormous diversity of urban, suburban, and rural school districts, student access to arts education varies from school to school, as well as from district to district. However, certain patterns emerge. Many districts provide traveling elementary arts specialist teachers, with music the most common discipline. Many elementary classroom teachers try to integrate the arts with other parts of their curriculum. Many middle schools offer some arts elective courses, but very few offer a sequence of courses in each discipline. To meet college entrance requirements, many high schools offer arts elective courses in one or more disciplines. Yet in many high schools, the available arts courses are not sufficient to serve every student. The result of all these patterns can be summarized as inconsistent and inequitable, with students at the greatest poverty-level having the least access.

Policy Recommendation A - Adequate Resources

Continue the existing Arts and Music Block Grant program (\$88 million) unless and until our objectives are met through other means (e.g. improved school funding, clear curriculum requirements, strong reporting/accountability). Shift from a focus on inputs (e.g. the Block Grant funding) to a focus on outcomes for students. As long as

districts maintain or expand the scope of their arts education programs, they would be free from restrictions on state funding.

- Should the Legislature decide to re-allocate the Arts and Music Block Grant as unrestricted funds, we propose one half (\$44 million) ongoing be allocated for a matching grant for districts, to be administered by CCSESA and county offices of education in partnership with the CDE. (Short-term)
- The Department of Education should provide policy guidance to school districts and county offices of education around appropriate uses of other state and federal funding sources to support arts and arts integration programs. Also explore other public funding streams to support youth engagement with the arts outside of school. (Short-term, Low Cost)

Strong Curriculum Requirement/Arts as Core - Context

State law should require equitable access to arts education for all students. Inclusion of the arts in the curriculum shall not be discretionary at the district-level. Districts should determine how to meet state expectations.

Current California law establishes that the arts are part of the required course of study in elementary and secondary schools.⁴⁹ The arts are not required for high school graduation, as foreign language or career technical courses may be substituted for an arts course. However, California public universities require a year of fine arts for eligibility.

In addition to a clear mandate in state law, the California Department of Education can play a proactive leadership role, demonstrating the important connections to be made between arts education and other important instructional initiatives, such as Common Core State Standards, the needs of English Language Learners, or Career and Technical Education, to name a few.

Policy Recommendation B - Arts as Core

Legislation should be introduced to amend the Education Code to establish the place for the arts as part of the “core” curriculum.

- Support these efforts through a clearinghouse of research data and toolkits that assist in district evaluation of arts programs and the development of district strategic plans.

Policy Recommendation C – Support for Strengthening Arts Education

CDE should create or expand a clearing house to support schools and districts in strengthening arts education.

- This should include relevant research studies, models of effective practice and practical tool kit items to help schools districts assess their current offerings and develop effective plans for arts education moving forward.

- Consideration should be given to this project as a joint venture between CDE and CCSESA. Provide examples of effective strategies to utilize the arts to help K-12 students achieve the new Common Core State Standards. (Short-term, Moderate Cost)

Technical Assistance and Support for Innovation - Context

As central office budgets have been reduced, many districts lack the internal capacity or expertise to create and implement a comprehensive instructional plan for arts education. As has been demonstrated in Alameda, Fresno, Humboldt, Los Angeles, Orange, Sacramento, San Bernardino, San Diego, San Francisco, Santa Barbara, Santa Clara, Santa Cruz, Shasta, Stanislaus, and Ventura, county offices of education play a valuable role in providing technical assistance and support to school districts.⁵⁰ In addition, modest matching grants for arts education can create a meaningful incentive for districts to move forward.

Policy Recommendation D – Funding for Innovation in Arts Education

The state shall allocate \$44 million on an ongoing basis from the existing Arts and Music Block Grant program to county offices of education on an enrollment basis to support innovation in arts education for school districts. (Short-term)

- Provide designated Regional Arts Lead County Offices in all eleven service regions of California, in collaboration with CCSESA and the CDE, along with the other counties in their region, technical assistance and support to school districts to advance arts education. Ninety percent (90%) of the county allocation shall be re-granted to school districts as matching funds for those districts that are investing in proactive steps to expand access to arts education. Support shall also be provided to agencies serving students in special education and the juvenile justice system. (Short-term)
- Encourage local and regional public-private partnerships involving schools, local cultural organizations and funding partners. Recognize and disseminate effective models, such as the Alameda County “Arts IS Education” initiative or “Arts for All” in Los Angeles. (Short-term, Low Cost)

Clear Public Reporting/Accountability/Enforcement - Context

What is measured and what is reported to the public can be important drivers for school district change. California lacks a consistent basis to gather and share information on the status of arts education in each school or district. The report of expenditures made with the Arts and Music Block Grant tells only part of the story.

The enactment of SB 1458 (Steinberg) in 2012 requires the state to adopt broader measures of school performance, beyond standardized test scores. This presents a window of opportunity to develop new ways to measure and encourage quality arts education programs.

Policy Recommendation E – Arts Report Card

Develop an “arts report card” to be used by every district. The goal is a simple public reporting system that would allow districts to assess their own commitment relative to certain state-defined minimum requirements for arts education.

- On an annual basis, districts will collect basic data and report the findings at a public meeting. In addition to the status of current efforts, the public report shall include specific steps the district proposes to take to expand access to arts education. The goal of this self-assessment process is to document the extent to which all students have access to discrete arts courses, to Career Technical Education-Arts, Media, and Entertainment courses, to highly qualified teachers in the arts and to effective programs which integrate one or more arts disciplines with other academic content areas. The purpose is to determine the level and scope of a district’s overall commitment, relative to their specific budget situation, as well as to ensure equitable access for all students and all schools within the district. (Medium-term, Moderate Cost)

Policy Recommendation F – Recognition for School Districts

County offices should provide recognition for school districts that are treating the arts fairly relative to other academic programs. Special recognition should be given to those districts that truly go “above and beyond” in their commitment to quality arts education. (Medium-term, Low Cost.)

Policy Recommendation G – California Distinguished School Recognition for the Arts

The California Department of Education should recognize schools with outstanding arts programs or Career Technical Education-Arts, Media, and Entertainment pathways as part of the California Distinguished Schools program. (Short-term, Low Cost)

Policy Recommendation H – Creativity Index

To address student access at the school site level, the Legislature and Department of Education should collaborate to develop and implement the proposed “Creativity Index.” This is a tool to document the scope of course offerings and instructional programs that promotes creativity in any academic discipline.

- This idea should be considered as part of the implementation of the new Academic Performance Index, as mandated by Senator Steinberg's legislation Senate Bill No. 1458. (Short-term, Moderate Cost)

Policy Recommendation I – School Quality Review Program

As part of Senate Bill 1458, the State Superintendent of Public Instruction may develop and implement a program of school quality review that features locally convened panels to visit schools, observe teachers, interview pupils and examine pupil work. We recommend that such review panels include an assessment of the quality and scope of arts education programs. (Medium- term, Moderate Cost)

Policy Recommendation J – Statewide Assessment in the Arts

Develop appropriate arts-related test items to be included in new state assessments designed to support the Common Core Standards. (Short-term, Moderate Cost)

8 **Strengthening Collaborative Relationships**

Context

Importance of Strategic Partnerships to Achieving Task Force Goals

If we are to meet the California Challenge to, “Ensure each student reaches his or her full potential by broadening California’s educational vision, policy and practices to promote innovation, economic development and creativity,” leveraging collaborative partners for the cause is essential. The need to develop and support partnerships to effectively achieve strategic goals is a common theme articulated by the Arts Education Task Force Policy Teams. Effective partnerships support, in many cases, make The Joint Arts Education Task Force Report policy goals achievable. This is particularly true for building capacity and increasing access and equity during an historic economic crisis. It is equally true for firming the educational foundation necessary to sustain these goals such as assessing and improving the quality and leadership of educators and administrators. And it is absolutely true that engaging the public will be necessary to empower policymakers to systematically support arts education and prioritize the needed

resources. Partnerships are, therefore, key connective tissue throughout the Report and will be instrumental to its successful implementation.

Successful partnerships help invested stakeholders to identify, pool, refine and distribute resources in the form of expertise, instruction, finances and political will. Partnerships can occur at the transactional site level between a school and local arts organization by providing in-class arts instruction. The partnerships may emphasize individual or multifaceted aspects of access, delivery, assessment and accountability; or, they may entail organizational alliances aiming to influence local, state or national policy. There are numerous examples of strong arts education partnerships of every kind. However, there are unique challenges to building, and more importantly, maintaining effective partnerships regardless of goal or intricacy.

There are numerous examples of strong arts-education partnerships, defined in a variety of ways, around the state and across the U.S. These partnerships exist at the site, district, regional, state and national level. There are overlapping partnerships by discipline and stakeholder interest.

Partnerships must be nurtured within and across sectors that include business, education, community, government, faith and nonprofit leadership. It will also require forging new creative alliances with cultural and social justice movements that share common cause with the objectives of the Report. These types of partnerships will be vital in helping this cause arrive at a successful alignment to 21st century educational goals, to expanding resources and to developing “public will” toward maintaining and supporting a commitment to arts learning and an education that includes creative thinking for all California students.

Strategic Objectives and Goals

Strategic objectives requiring partnerships articulated by Blueprint Policy Teams include:

- site-level, discipline-centered and integrated arts instruction;
- increased access and equitable distribution of learning opportunities in underserved educational settings;
- building capacity of individual schools and districts through training, curriculum development, and funding;
- professional development in arts instruction and curricular integration;
- public and private direct investment and indirect investment, such as mentorship and training;
- qualitative and quantitative research illustrating best practices and model partnerships;
- building awareness and public will through community engagement and mobilization; and
- systematic change through advocacy at the local/district, regional and state levels.

The ultimate goal of this committee is to promote student learning that is active, collaborative and meaningful. The goal supports mastery and expands horizons to help build 21st century skills by recommending comprehensive and sustainable mechanisms to foster and strengthen partnerships across a broad range of stakeholder categories, strategic goals, educational settings, partner needs and objectives and levels of complexity. The central objectives are articulated chronologically (short- to long-term) and are defined as follows:

Objective 1

- Develop compelling and research-based messaging that demonstrates the power of partnership to provide an arts-filled, creative education and the development of a future workforce that meets the needs of 21st century businesses, organizations and civil society.

Short-term Goal

- Gather leaders, develop strategic plan, influence public will, design and execute media campaign. Identify and begin utilizing programming partners. Begin curricular development with transparency to increase buy-in.

Objective 2

- Create a resource portal to support capacity and efficacy of partnerships through strategic community-based and digital resources.

Mid-Term Goal

- Use momentum of campaign to solicit and broaden strategic alliances. Prepare toolkits, distribute training materials, support leaders.

Objective 3

- Support capacity and efficacy of these partnerships through strategic community-based and digital resources.

Ongoing, Long-Term Goal

- Assess and enhance strengths. Deepen reach to rural areas by exploring new technologies that support access. Highlight achievements with additional media outreach. Use strong assessment tools by providing templates for measurement.

The Strengthening Partnerships subcommittee, therefore, submits the following objectives and recommendations toward the achievement of these important aspirations of the State Superintendent of Public Instruction's Task Force.

Policy Recommendations:

Strengthening Partnerships - Context

Objective 1 (short-term goal): Develop compelling and research-based messaging that demonstrates the power of partnership to provide an arts-filled, creative education and the development of a future workforce that meets the needs of 21st century businesses, organizations, and civil society.

Driving logic: Seventy percent (70%) of voting Californians don't have children in school, and many have not benefited from a strong arts education themselves. Therefore, we must develop a compelling "call to action" that drives the public will, encourages partnerships, and demands a thriving arts learning commitment in our schools. Partnership at every level of social impact will also be necessary to create impactful messaging and design engagement campaigns.

Policy Recommendation A – Recruit Leaders to Champion Partnerships to Ensure a Creative Education

Recruit and empower an influential group of business, education, arts organization, museum and community leaders to champion partnerships that ensure a creative education for every child in California. Seek investment from these leaders and organizations.

- Obtain specific endorsements for the campaign from the Governor, Lt. Governor and the State Superintendent for Public Instruction.
- Roll out media action campaign aligned with Report themes and recommendations.
- Provide language and templates for school site councils to integrate Blueprint plans into School Site Plans.
- Forge alliances with other existing groups whose priorities seek to lower dropout rates, to improve student engagement, to raise graduation rates, and to foster successful citizenship-- all outcomes improved by an education that includes a robust commitment to an arts-filled and/or arts-integrated curriculum.

Digital Resource Platform - Context

Objective 2 (mid-term goal): Create a resource portal to support capacity and efficacy of partnerships through strategic community-based and digital resources.

Policy Recommendation B – Create State-level Digital Resource Platform

Create state-level digital resource platform to develop and share best practices, resources, common language, accountability and measurement tools, including, but not limited to:

- encouraging best practices that would foster greater alignment, cooperation and sustainability by facilitating understanding partners' needs, interests, organizational cultures and assets (including non-financial resources such as expertise, volunteers and lobbying arms). Provide both qualitative and quantitative models of effective partnerships;
- continuing dialogue and collaborative problem-solving among and across partnerships; and
- establishing a network for screening and supporting visiting artists and other mentorship programs.

Policy Recommendation C – Develop Toolkit

Develop and disseminate a California-centric collaboration “toolkit,” modeled after ones developed by the Arts Education Partnership (AEP) and the Parent Teachers Association (PTA), featuring best practices and practical advice for advancing collaborative partnerships at the school, district, county and state levels. Seek corporate and foundational support for the creation and distribution of the “toolkits.” Collaborate with AEP and the California PTA. Note: Use of Graphical Information Systems (GIS) may provide a useful way to integrate and present knowledge.

Capacity of Partnerships - Context

Objective 3 (Ongoing, long-term goal): Support capacity and efficacy of these partnerships through strategic community based and digital resources

Policy Recommendation D – Support Capacity of Partnerships

Develop partnerships with Expanded Learning programs (summer, before-and after-school programs) that complement and support the school day and experience.

Policy Recommendation E – Assess Partnerships

Create templates for consistent and meaningful assessment.

Policy Recommendation F – Showcase National Partnership Models

Host a state summit that showcases four national models for Collaborative Partnerships for Creative Schools/Arts Learning. The four models would be chosen from those that demonstrate best practices in three types of partnerships: Business-to-School collaboration; Higher Education-to-School collaboration; Community-based Arts Organizations-to-School collaboration; and Professional Arts (i.e. Museums, Orchestras, Dance Companies)-to-school partnerships.

Policy Recommendation G – Build Sustainable Support Links

Build sustainable support links to special-interest groups or associations with shared interest in school improvements. (See Objective 1, Recommendation A)

Policy Recommendation H – Form a Funders’ Collaborative

Leverage philanthropic funding from regional and statewide foundations to form a “funders’ collaborative” that would provide seed-funding for model, collaborative partnerships around the state, and rigorously document the outcomes.

- Utilize California’s 29 business schools and fine arts programs found at the UC campuses, which, along with their complement at Cal State’s 32 colleges and the state’s 112 community colleges, represent an asset that should be leveraged to serve as local/regional centers for the support and incubation of business/arts/schools/community collaboration.
- Foster partnerships that include mentoring, internships and greater teacher-training with existing professional performing arts organizations and public arts institutions in larger population centers.
- Seek statewide or local corporate sponsors for rural regions to create access to performing arts via broadcast in local movie houses and to visual arts through online media, apps and pay-to-play websites.

Policy Recommendation I – Professional Development

Create and implement a professional development training program that incorporates the CCSESA regions based on building collaborative relationships within diverse communities.

- Gear each training program towards administration, parents and families, PTA, Teachers, Arts Teachers, CDE, CAAE and CCSESA.
- Align training with needs of each community and model best practices.
- Record follow-up and assessments.

Policy Recommendation J – Link Efforts to Economic Development Plan

Link our efforts to the State’s development of the Economic Competitiveness Plan called for in the California Economic Summit Action Plan of July 2012. Governor Brown’s Office of Economic Development was tasked with creating this plan, and the interests of arts learning and creative education should play a key role in the plan’s drafting. “Entertainment” and “High-Tech” were two specific industry clusters called out as participants, and our interests should be linked to both sectors.

Matrix of Partnership Categories and Proposed Portal Resources

CONSUMER/ STAKEHOLDERS	GEOGRAPHY/ EDUCATIONAL SETTING	STRATEGIC OBJECTIVE	POTENTIAL PARTNERS	RESOURCES
<ul style="list-style-type: none"> • Students • Parents • Educators • School and district leaders • Voters • Advocates • Policy Makers 	<ul style="list-style-type: none"> • School • District • County • Region • Rural/Urban • Title I • Charter • Magnet • Independent 	<ul style="list-style-type: none"> • Instruction • Access & Equity • Capacity Building • Curriculum Development • Professional Development and Mentorship • Public and Private Funding • Research • Community engagement, building public will • Advocacy – local/district, regional, state policy 	<ul style="list-style-type: none"> • Elected Officials • Student/Parent • Groups: <ul style="list-style-type: none"> PTA Unions Businesses Professional & Trade Organizations • Non-profits, Foundations • Media figures, Tastemakers • Museums • Arts organizations 	<ul style="list-style-type: none"> • Virtual Partnership Consultant • Toolkits & Best Practices by partnership type, geography, school category, & strategic objective • Partnership assessment, accountability & evaluation tools • Understanding of organizational cultures and languages • Organizational Registry • Social component • Links to existing tools and resources

Model Partnership Programs and Professional Organizations

AERO San Diego is a community of arts organizations that works together with other agencies to create a culture of arts education within county public schools through networking, advocating, evaluating and supporting high quality standards-based programs.

Art is Education The Alliance for Arts Learning Leadership, a project of the [Alameda County Office of Education](#), is a broad network of classroom teachers, school and district administrators, parents, school board members, artists, arts organizations, higher education, youth and community members.

ArtReach is a not-for-profit, 501(c)3 organization that takes working artists into K-6 schools throughout San Diego County to provide hands-on visual art education workshops. Has served over 7000 students since its inception.

Arts Education Collaborative is located in Western Pennsylvania and works to achieve its mission through professional development programs, advocacy projects and collaborative initiatives among artists, arts organizations and educators.

California Community Arts Partnership (CAP) is a co-curricular program of the California Institute of the Arts (CalArts) that offers free, after-school and school-based arts programs for youth ages 6-18 at public schools, community centers and social service agencies throughout Los Angeles County. The program has received numerous honors including The President's Committee on Arts and Humanities' Coming Up Taller Award, which recognizes effective programs that foster the creative and intellectual development of America's children.

California State Summer School for the Arts (CSSSA) is a rigorous, pre-professional, month-long residential program for talented high school students aspiring to careers in the arts and entertainment industries. Now in its third decade of operation, the school has trained more than 12,000 highly talented students and is a model partnership between the State of California and the private sector.

Collaborative Arts Resources for Education (CARE) is a school-based artist residency and teacher professional development program in collaboration with four arts organizations in San Diego. It is a sequential program that articulates across four grade levels and aligns with California state content standards. CARE annually serves 1200 elementary students, 65 teachers, and 500 family members in low-income areas in the San Diego Unified School District.

Community Opus Project, Chula Vista. The San Diego Youth Symphony and Conservatory, through the Community Opus Project, is helping to introduce music back into the school day by partnering with the Chula Vista Elementary School District, creating an advocacy network with families, and developing new partnerships within the community to advocate and support the benefits and positive educational outcomes of participating in music.

Inner-City Arts is one of the leading arts education organizations in the Southern California area. Located in the Skid Row district of Los Angeles, it serves local school children with innovative arts education in partnership with the Los Angeles Unified School District and beyond.

The Kennedy Center's Partners in Education Program assists arts organizations throughout the nation to develop or expand educational partnerships with their local school systems. The primary purpose of these partnerships is to provide professional learning in the arts for teachers. As of 2012, nearly 100 Partnership Teams in 43 States and the District of Columbia participate in the program.

My Masterpieces: Discovering Art in My Community is an award-winning visual arts partnership between the Pasadena Unified School District and 11 arts organizations and museums in the Pasadena area. It provides inquiry-based activities using the VAPA and Common Core Standards, serves all K-6 students in the district and includes professional development for their teachers.

The NEA Education Leaders Institute (ELI) convenes key decision-makers to enhance the quality and quantity of arts education at the state level. Each institute gathers teams of school leaders, legislators, policymakers, educators, professional artists, consultants and scholars from up to five states to discuss a shared arts education challenge and engage in strategic planning to advance arts education in their respective states. California's participation in ELI in May of 2011 led directly to the CREATE CA effort and helped to launch the joint task force drafting the *The Joint Arts Education Task Force Report*.

Philadelphia Museum of Art partners with Children's Hospital of Philadelphia providing a teaching artist for 12 weeks to work with HIV-positive teens to create multimedia documentary projects in connection with their identity and the city of Philadelphia.

San Francisco Museum of Modern Art (SFMOMA) provides intensive programs (based on art-making or critical inquiry) at the museum for grades 3-12 as well as programs at school sites for grades K-2. SFMOMA also provides both a wealth of standards-aligned curriculum content online and many professional development opportunities for teachers.

Santa Clarita Performing Arts Center is located on a college campus in Valencia, CA and has utilized its resources to be the lead agent in creating a consortium agreement with the five K-12 school districts in Santa Clarita. They work together to create arts education outreach opportunities as well as Professional Development in Arts Integration using soon-to-be national common core standards. The Kennedy Center recently accepted the multi-district consortium into their Partners in Education program in 2010. They have also partnered with the City and local business to help fund Arts Education projects.

Target Literacy Program with Wells Fargo Center for the Arts promotes literacy for third graders through live theater productions and linked reading activities.

9

Teacher and School Development

Context

Teacher Professional Learning and School Development in Support of Creative Schools

Inspired and successful teachers, creative and flexible classrooms, high performing and engaged students are the goals of thousands of educators, parents, administrators, policy-makers and community members across California. *The Joint Arts Education Task Force Report* seeks to identify many of the qualities and conditions that are essential in transforming California schools into innovative centers of creative exploration and learning. Many California schools are well on their way to meeting the quality criteria across multiple content areas. Others are seeking the tools for transformation. Research points directly to a critical tool that has the capacity to move the education system firmly in the direction of high achievement for all students, effective and satisfied teachers in all schools and engaged partners in support of education in every community; and that tool is high quality arts education and arts integration in every classroom. This section of *The Joint Arts Education Task Force Report* will focus on the professional learning needs for the essential players **in and beyond school learning and sustainably** and maintenance of a creative educational environment.

Since time immemorial, the arts have been lauded for their role in preparing the mind for learning, for listening, for observing, for reasoning, for reflecting, for valuing. Today, an ever-growing body of research is emerging that confirms the cognitive, social and emotional benefits of a substantive and sustained arts education in dance, music, theatre and visual arts for development of the whole child, every child. When teachers are inspired, prepared and supported (through job-embedded and sustained professional development, adequate planning time and administrative support) to teach and use the arts to support and inspire student learning and creativity, research shows that their students achieve higher levels of understanding, greater retention of material, and deeper capacity to compare and connect new ideas to prior knowledge. This results in improved student outcomes in multiple areas, including attendance, behavior, academic growth and creative capacity regardless of demographics or geography. But the fact remains supported by data from the National Center for Education Statistics, 2009 -2010, that creative, arts-infused schools are not universally accessible by all

students, and that “... students in high poverty schools are more than twice as likely to have no access to a music or dance class.”

Equally important, non-arts teachers must be prepared in arts integration and arts education methodologies and provided opportunities to learn and understand arts content knowledge, related pedagogy and strategies of integration. They must also be supported in implementing this new knowledge into their instructional design. Teachers trained in arts content and instructional methodologies report greater confidence in their own teaching, greater facility in curricular integration and instructional differentiation, and use of alternative forms of assessment. They also develop greater awareness of student diversity. At arts-rich creative schools, research shows that teachers report more opportunity to innovate and make their teaching dynamic, which increases their satisfaction with their work and their careers.

Rachel Goslins, Executive Director of The Presidents’ Committee on the Arts and the Humanities, sites universal access to high-quality arts education for all children as one of the nation’s highest priorities. She also notes too often in national conversations on the reform of our educational system, the arts are left out of the dialogues, and the benefits are ignored. Professional learning by all stakeholders in a child’s education is critical for sustained educational change and on-going improvement to take place. The State Education Agency Directors of Arts Education (SEADAE) in their 2012 White Paper *Promoting Universal Access to High-Quality Arts Education: Roles of Certified Arts Educators, Certified Non-Arts Educators, & Providers of Supplemental Arts Instruction* makes a strong case for a multi-layered delivery model of sequential, standards-based arts education in dance, music, theatre and visual arts for all students.

The in and out of school educational delivery systems and the community context for rich, engaging and creative schools are complex. For this chapter on professional learning and school development, it is important to clarify the terms, labels and concepts we are using as the professional learning needs of these groups vary. The SEADAE paper identifies the various roles of arts education delivery partners and articulates ways these partners can work together to maximize essential contribution each bring to the process. It also provides useful language, definitions and descriptions for standards-based arts education, the use of the arts to teach or reinforce concepts in other subjects, and the value-added component of supplemental arts programs and out-of-school enrichment experiences. This chapter will use the following proposed descriptions of the arts partners of creative schools, Certified Arts Educators (credentialed single subject arts educators); Certified Non-Arts Educators (including generalist/

multiple subject teachers and single subject teachers of non-arts subjects); and Providers of Supplemental Arts Instruction (including qualified teaching artists, art interns, after school, and community arts providers) to facilitate the understanding that arts partners titles and delivery models may vary across districts and communities.

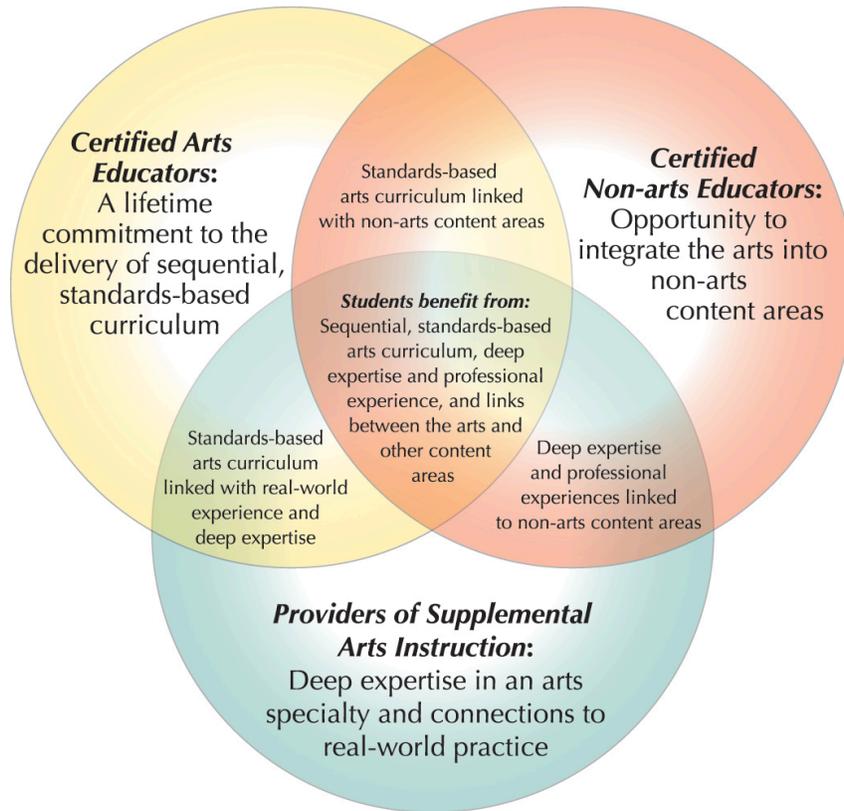


Figure 2: Three Partners Working Together (SEADAE Arts Education White Paper)

Three other key partner groups are necessary if California is to make progress towards implementing creative schools. Educational administrators, parents and families, and community partners are also critical components in supporting arts education and creative arts-based teaching and learning. These three delivery system partners work in concert with three partner groups identified in Fig. 2 to support the school and community-based context in which the student’s educational experience exists. District and Site Level administrators, parents and community partners (such as arts-based organizations, industry or other partners supporting creative schools) have related but different professional learning needs. (see Figure 3)

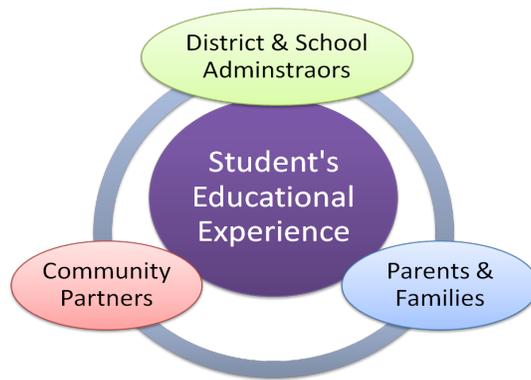


Figure 3: District/School, Community and Family Arts Education Delivery System Partners

Professional learning should be strategic and guided by a school or district-wide professional learning plan that is grounded in students' needs and the established curriculum, thus addressing the needs of each of the partners in this rich and complex learning delivery system. These needs differ as well as intersect and must be taken into consideration when developing a professional learning plan. All partners must have a unified understanding of their role within the system, the expectations for student learning in the arts as well as an understanding of learning expectations in both the use of and the integration of the arts within the curriculum. The partners need to understand their specific role in supporting student learning and how it fits into the larger delivery system. In creating a professional learning plan, assessment of varying professional learning needs grows out of examining student data, clear articulation of the delivery system roles and responsibilities, the teaching contexts and the preparation, experience and confidences of the various partners. Professional learning plans must recognize and differentiate the differences within partner groups. Credentialed educators' specific professional learning needs related to arts content knowledge and content pedagogy differ among the single subject arts educator, multiple subject educator and non-arts educator due to their professional preparation, experience as an educator, their role in the delivery system and their students' learning needs. Professional learning settings vary depending on topics or focuses. Cross-cutting topics such as instructional strategies to foster creative thinking, effective use of technology, development of assessment tools, assessment strategies and student engagement often can be approached through grade-alike professional learning settings, whereas, articulation across grade settings may be used to support learning in areas such as looking at student work, determining benchmark assessments and addressing wider school or district-wide needs. On-going evaluation and refinement of the professional learning plan based on teacher and student evidence are critical in developing and supporting creative teachers and schools.

Funding for professional learning has been severely reduced in California, in part as a result of recent budget cuts and in part because of categorical flexibility provisions that allow professional learning dollars to fill other budget gaps (*Greatness by Design*, California Department of Education, 2012).

California has a historically strong policy context for professional learning in multiple content areas including arts learning. Among the assets are:

- A rich knowledge-base and institutional support for high-quality professional learning models, such as those provided by the California Subject Matter Projects (The California Arts Project, TCAP), the Improving Teacher Quality State Grants Program and the WestEd K-12 Alliance.
- Authentic, well-developed partnerships between K-12 local education agencies and institutions of higher education, such as the UCLA Center X program, the CSU-Long Beach partnership with the Long Beach Unified School District and partnership schools’ networks developed at Stanford University and the University of California, Riverside, among many others.

The four California Arts Education professional organizations, California Art Education Association, California Association for Music Education, California Dance Education Association, and the California Educational Theatre Association, provide discipline-specific professional learning opportunities for educators throughout their careers. California also has a number of national arts professional learning providers including the Kennedy Center for the Arts, Young Audiences and Visual Thinking Strategies, which provide resources in California schools.

Policy Recommendations:

In and Beyond School Educators’ Professional Learning Goals

Teacher Development

Policy Recommendation A – Professional Development for Teachers

Establish, implement and sustain on-going arts education professional development opportunities for teachers that cultivate the 21st century skills, align to the next generation of national arts standards, support Common Core Content Literacy in the Technical Subjects and Common Core for Language Arts, and Mathematics; and encourage and provide standards-based instructional design and assessment for the classroom. Professional development will:

- include opportunities for teachers to develop pedagogical and content knowledge in dance, music, theatre and visual arts;
- embed instructional design and implementation strategies for standards-based arts learning and assessment for all students;
- expand teachers’ abilities as related to teaching the arts in the 21st century;

- deepen teachers' instructional design to foster students' development of imagination, voice, creative and critical thinking and 21st century skills and Common Core State Standards;
- provide opportunities for non-arts certified teachers to strengthen arts integration and cross-content instruction using arts-learning methodologies;
- encourage cross-disciplinary planning;
- strengthen teachers' capacities to meet the needs of students with disabilities;
- differentiate to meet teachers' teaching goals throughout their careers;
- be culturally and linguistically responsive to the diverse learner needs in California schools; and
- provide information on on-going California professional learning resources and assets including The California Arts Project and California's arts education professional organizations: CAEA, CMEA, CDEA, CETA.

Policy Recommendation B – Professional Development for Arts Support Providers

Establish, implement and sustain ongoing training and professional development for teaching artists, community providers, arts interns and community and after-school providers that strengthen collaborative relationships, align to State and National Standards and provide pedagogical preparation to support and extend regular classroom instruction. Professional development will:

- include opportunities for teaching artists, community arts providers, interns and after-school program providers to develop pedagogical knowledge and increase familiarity with California Content Standards, especially in the visual and performing arts;
- embed instructional design and implementation strategies for standards-based arts learning for all students;
- increase teaching artists, community arts providers, interns and after-school program providers abilities to make clear connection between arts learning and 21st century skills acquisition;
- strengthen collaborative interaction among teaching artists, community arts providers, interns and after-school program providers and site-based educators;
- encourage cross-disciplinary planning;
- strengthen teaching artists, community arts providers, interns and after-school program providers' capacities to meet the needs of students with disabilities; and
- be culturally and linguistically responsive to the diverse learner needs in California schools.

School Development

Policy Recommendation C – Professional Development for Administrators

Provide site and district-level administrators with tools for creative leadership, including infusing preparation with Common Core Standards and Content Literacy in the Technical Subjects with the value of the arts in achieving assessable results for diverse learners in all classrooms.

(related to Recommendations for Educator Preparation – Recommendation A)

Pre-and in-service administrative training will:

- include overview of goals, standards and content of arts and 21st century education;
- include strategies for building a creative school and community environment;
- include strategies to provide access and equity for all students to a 21st century sequential, standards-based arts education in dance, music, theater and visual arts, taught by certificated arts educators and supported by a variety of providers of supplemental arts instruction;
- identify strategies for building and sustaining a collaborative environment;
- identify existing California state, regional, local arts education professional learning assets and resources, including The California Arts Project, California’s arts education professional organizations: CAEA CMEA, CDEA, CETA and CCSESA Arts Education Initiative;
- include strategies for building connections with local community resources, state, district and county arts leaders, and local “creative industry;” and
- provide training and assessment tools for creative management.

Policy Recommendation D – Professional Learning Plans

Require creation of coordinated professional learning plans at the county, district, and school-site levels focused on on-going professional learning for administrators, teachers and school communities to implement, improve and sustain a creative school environment. The professional learning plans should address the following aspects:

- “ building creative capacity” in District Leadership Standards and training;

- insuring access and equity for all students to a 21st century sequential, standards-based arts education in dance, music, theatre and visual arts, taught by certificated arts educators for all students in the district;
- creating on-going professional learning opportunities to build school-wide creative capacity and connection to 21st century skills, Common Core Content Literacy in Technical Subjects and Common Core State Standards;
- linking to existing California state, regional, local arts education professional learning assets and resources including The California Arts Project, California’s arts education professional organizations: CAEA, CMEA, CDEA, CETA and CCSESA Arts Education Initiative,
- identifying support for release time for teachers to engage in arts education planning and professional development;
- developing a sequential, standards-based district-wide curriculum and assessment for arts learning;
- including all teachers and administrators in professional learning on sequential, standards-based arts instruction, arts integration, 21st century skills, Common Core Content Literacy in Technical Subjects and connection of Common Core State Standards;
- illustrating the connection of standards-based arts learning, instructional design and assessment to the Content Literacy Standards in the Technical Subjects and Common Core State Standards;
- supporting instructional collaborations among certified arts educators, certified non-arts educators, business and community members, and providers of supplemental art instruction;
- including benchmarks to indicate progress and, for accountability, assessing and refining yearly; and
- focusing on professional learning that builds connections with local community and strengthens cultural awareness.

Outcomes and Indicators

Short-term Outcomes: 1 year

- Establish, monitor, and maintain an online clearinghouse through the California Department of Education (CDE) of effective, standards-based arts education and professional learning opportunities that are offered regionally and statewide.
- Create, disseminate and post on the CDE website an informational document that clearly outlines the existing funding sources districts and schools can utilize for professional learning related to arts education and in support of developing or sustaining creative schools.

- Secure/identify on-going funding for teacher and administrator arts education professional development and clarify through communication from the CDE the allowable sources of existing funding to support professional learning (Teacher Development)
- Remove the Arts Block Grant funds from Tier 3 or incentivize use of Arts and Music Block Grant funds from Tier 3 to support the funding for arts education professional development.

Intermediate Outcomes: 1- 4 years

- Provide funding for expansion of The California Arts Project, one of California Subject Matter Projects (for the visual and performing arts) back to 11 regional sites. (Teacher Development)
- Require in administrator evaluation, an indicator of the administrators' effectiveness in ensuring a sequential, standards-based arts education for all students that includes discreet arts instruction for all students in all four arts; high-quality, credentialed, effective teachers of the arts; standards-based instruction and assessment in the arts; effective use and coordination of community arts education resources; and effective arts integration for all students. (Teacher Development)
- Require supplemental providers to demonstrate engagement in on-going professional learning that increases content knowledge and pedagogy and classroom management that is linked directly to increasing student learning and success.
- Collaborate with parent and community-based organizations to provide learning opportunities for families and community members who build informed arts education and creative school advocates. Activities should include identifying and building understanding of the elements of a high-quality, standards-based arts education; infusing 21st century skills and inclusion strategies for all students; and providing strategies for supporting and advocating for arts education and creative schools.

Short-term Indicators: 1 year

- Implement an Exemplary Arts Education Recognition Program in conjunction with the California Distinguished Schools recognition program as an incentive for schools to increase arts education and develop creative educational practices.
 - Identify regional model programs to share best practices using the Exemplary Arts Education Recognition Program.
 - Provide funding for selected sites to share and disseminate best practices.
- Require all school districts to implement and report findings of a needs assessment of their arts education program and related professional learning needs. (School/District Development)

Intermediate Indicators: 1- 4 years

- Require all school districts to develop an arts education professional learning plan addressing the needs identified in their arts education assessment. (School/District Development)
- Plans must identify and support release time and funding for:
 - each single subject arts teacher's (including Career Technical Education (CTE) Arts, Media, and Entertainment teachers) yearly minimal attendance of professional learning, which addresses quality arts instruction linked to 21st century skills, creative development, inclusion strategies, and development of content literacy in arts (Teacher Development);
 - each multiple and non-arts teacher's yearly minimum attendance of professional learning, which addresses the connection to arts learning and student success in the 21st century skills (Teacher Development); and
 - each administrator's yearly minimum attendance of professional learning, which addresses quality arts learning, evaluation of arts teaching, and arts education's connections to 21st century skills and other educational initiatives. (Teacher Development)
- Support all school districts to implement their arts education professional learning plan addressing the needs identified in their arts education professional development assessment. (School/District Development)
- Assess and refine school and district professional learning plans yearly. (School/District Development)
- Require yearly reports on benchmarks met and professional learning provided. (School/District Development)

Glossary

Arts Integration

Arts Integration is instruction combining two or more content areas, wherein the arts constitute one or more of the integrated areas. The integration is based on shared or related concepts, and instruction in each content area has depth and integrity reflected by embedded assessments, standards and objectives. Integrated instruction is often designed, implemented, and evaluated in collaboration with other teachers, arts specialists, community artists and institutions; and it is delivered, experienced and assessed through a variety of modalities: artistic processes, inquiry methods, and intelligences. **Southeast Center for Education in the Arts**

“Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.” developed by the John F. Kennedy Center for the Performing Arts.

Arts, Media, and Entertainment (AME)

Arts, Media, and Entertainment is one of the 15 Industry Sectors in Career Technical Education. "Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction because the work in this sector has a propensity to be largely project-based, requiring both independent work and interdependent management skills for career success. New technologies are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts-sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both broad and in-depth academic and technical preparation as well as the cultivation of twenty-first-century skill assets, such as flexibility, problem-solving abilities, and interpersonal skills. Careers in the Arts, Media, and Entertainment sector fall into four general pathways: Design, Visual, and Media Arts; Performing Arts; Production and Managerial Arts; and Game Design and Integration." (from the California Career Technical Education Model Curriculum Standards)

Career Technical Education (CTE)

Career Technical education is an educational strategy designed to prepare students for ongoing education, long-term careers, citizenship, and entry into the workplace. CTE responds to the needs of the economy with regard to both industry focus and skills that are taught.

Career Technical Education blends California’s rigorous academic content standards with industry-specific knowledge and skills to prepare students both for direct entry into California’s industry sectors and for postsecondary education. The California career technical education (CCTE) model curriculum standards are organized in 15 industry sectors, or groupings, of interrelated occupations and broad industries. Each sector has two or more career pathways.(from the California Career Technical Education Model Curriculum Standards)

Creativity

“...the ability to generate ideas and then critically evaluate their potential.” **California SB789**

“...There are three related ideas...They are imagination, which is the process of bringing to mind things that are not present to our senses; creativity, which is the process of developing original ideas that have value, and innovation, which is the process of putting new ideas into practice.” **Sir Ken Robinson from *Out of Our Minds***

Creative Pedagogy/Creative Education

Creative Pedagogy is the science and art of creative teaching. It is a sub-field of Pedagogy, opposed to Critical pedagogy (just as creative thinking, for example in Torrance Tests of Creative Thinking, is opposed to critical thinking). Creative Pedagogy teaches learners how to learn creatively, become creators of themselves and creators of their future. Creative Pedagogy should be differentiated (disambiguated) from Creative Education that is usually associated with teaching creativity as a subject (see Creative Education Foundation). Creative Pedagogy, on the contrary, can be applied to ANY subject, whether it is math, science, language, or economics and finance. To some extent, one can state that subject does not matter; methodology (type of pedagogy) does: that’s why the introduction of creative methodologies changes the process of teaching/learning.

Discrete Arts Programs

Separate classes or programs for the arts, ideally in a rigorous, sequential context.

Education Coalition in California

These organizations include: (The California Education Coalition is the California State PTA, the Association of California School Administrators (ACSA), the California Association of School Business Officers (CASBO), the California County Superintendent Educational Services Association (CCSESA), California Federation of Teachers (CFT), the California School Boards Association (CSBA), the California School Employees Association (CSEA), the California Teachers Association (CTA), and Service Employees International Union (SEIU).

GIS

Geographic information system (GIS) technology is a computer system capable of capturing, storing, analyzing and displaying geographically referenced information; that is, data identified according to location, which can be used for resource management and development planning.

NEA: National Endowment of the Arts

The National Endowment for the Arts is an independent agency of the federal government. The NEA supports artistic excellence, creativity, and innovation for the benefit of individuals and communities. The NEA extends its work through partnerships with state arts agencies, local leaders, other federal agencies and the philanthropic sector.

NSF: National Science Foundation

The National Science Foundation (NSF) is an independent federal agency created "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense..." With an annual budget of about \$6.9 billion (FY 2010), they are the funding source for

approximately 20 percent of all federally supported basic research conducted by America’s colleges and universities. In many fields such as mathematics, computer science and the social sciences, NSF is the major source of federal backing.

Partnerships

are intended for joint solving of problems, resource exchange, cooperation, coordination and coalition building. The relationship among partners can be temporary (local bodies, including government, grassroots NGO’s) or permanent.

Skills Shortages

occur where there is a mismatch between available skilled people and the current and emerging needs of business and industry. They can create critical short term and long term problems for economic health and the quality of life for citizens.

STEM: Science Technology Engineering and Math

STEM education is the preparation of students in competencies and skills in the four disciplines of science, technology, engineering, and math. A successful STEM education provides students with science, math, and engineering/technology in sequences that build upon each other and can be used with real-world applications.

STEAM: Science Technology Engineering Art and Math

STEAM education is the preparation of students in competencies and skills in the five disciplines of science, technology, engineering, art, and math. The objectives of the STEAM movement are: 1. Transform research policy to place art and design at the center of STEM 2. Encourage integration of art and design in K-20 Education 3. Influence employers to hire artists and designers to drive innovation.

Teaching Artist

“A teaching artist (artist-educator) is a practicing professional artist with the complementary skills and sensibilities of an educator, who engages people in learning experiences in, through, and about the arts.”

Eric Booth

Education Code Sections Governing Arts Education Programs

Definition of the Arts

SECTION 8811(a) Definition of Arts for Use by K–12 Public Schools

“Arts” includes the four disciplines of dance, drama and theatre, music, and visual arts as set forth in the state’s adopted curriculum framework for visual and performing arts as published by the State Department of Education in the *Visual and Performing Arts Framework for California Public Schools*,

Kindergarten Through Grade Twelve, and may also include community support for the various other art forms, including folk art, film, video, the writing of plays, poetry, and scripts.

As used in this chapter, “arts” includes, but is not limited to, all of the following: dance; theatre; music; folk art; creative writing; visual arts, including painting, sculpture, photography, and craft arts; design, including graphic arts, computer graphics, and costume design; film; and video. (*Amended by Stats. 2001, eff. Oct. 11, 2001.*)

Arts Education

CHAPTER 5, SECTION 8810

Inclusion of Arts in the School Curriculum

The Legislature finds and declares that there is a need to include the arts in the school curriculum as a means of improving the quality of education offered in California’s public schools and reinforcing basic skills, knowledge, and understanding. The Legislature further finds and declares that the use of community arts resources, including professional artists, is one of several means of expanding teacher skills and knowledge in the uses of art, and contributes to the development of a comprehensive curriculum.

CHAPTER 2, Required Courses of Study

Article 2, SECTION 51210

Areas of Study, Grades 1–6

The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: (a) English, including knowledge of, and appreciation for literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition. (b) Mathematics, including concepts, operational skills, and problem solving. (c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources. (d) Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems. (e) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression. (f) Health, including instruction in the principles and practices of individual, family, and community health. (g) Physical education, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period. (h) Other studies that may be prescribed by the governing board.

CHAPTER 2 , Required Courses of Study

Article 3, SECTION 51220

Areas of Study, Grades 7–12

The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study: . . . (g) Visual and performing arts, including dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression. (*Amended by Stats. 2001, eff. Oct. 11, 2001.*)

CHAPTER 2, Required Courses of Study

Article 3, SECTION 51225.3

Requirements for Graduation, Commencing with 1988-89 School Year

(a) *Commencing with the 1988-89 school year, no pupil shall receive a diploma of graduation from high school who, while in grades 9 to 12, inclusive, has not completed all of the following:* . . . (e) One course in visual or performing arts, foreign language, or, commencing with the 2012-13 school year, career technical education. (i) For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.

(ii) For purposes of this subparagraph, "a course in career technical education" means a course in a district-operated career technical education program that is aligned to the career technical model curriculum standards and framework adopted by the state board, including courses through a regional occupational center or program operated by a county superintendent of schools or pursuant to a joint powers agreement.

CHAPTER 5, California Assessment of Academic Achievement

Article 2, Program Provisions SECTION 60605.1

Visual and Performing Arts Curriculum; Content Standards

(a) No later than June 1, 2001, the State Board of Education shall adopt content standards, pursuant to recommendations developed by the Superintendent of Public Instruction, in the curriculum area of visual and performing arts.

(b) The content standards are intended to provide a frame-work for programs that a school may offer in the instruction of visual or performing arts. Nothing in this section shall be construed to require a school to follow the content standards.

(c) Nothing in this section shall be construed as mandating an assessment of pupils in visual or performing arts.

Appendix A

Summary of Task Force Recommendations

Curriculum, Pedagogy and Assessment

For more information see pages 17-28

Recommendation A - Curriculum

The California State Board of Education and the California Department of Education will create, adopt and support a new model for visual and performing arts standards and curriculum for all public schools that:

- aligns California’s current Visual and Performing Arts Content Standards with California Common Core State Standards in English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects;
- embeds the “4 C’s: critical thinking, communication, collaboration and creativity” from the *Framework for 21st Century Learning* (“Student Outcomes and Support Systems”) into new *California Visual And Performing Arts Content Standards*, adopted or adapted from National Coalition for Core Arts Standards (NCCAS);
- creates inquiry-based models that promote innovative uses of technology and reflect best practices in teaching creativity, critical thinking, collaboration and communication;
- incorporates strategies that enable arts processes to be taught for transfer to support multiple literacies across the curriculum; and
- establishes clear expectations for curriculum, pedagogy and instruction in all arts disciplines grades K-12 for all public schools.

Recommendation B – Media Arts

In collaboration with community, industry partners and the California Board of Education, create and support a 21st century vision for the media arts within the visual and performing arts curriculum not only as a discrete area of study, but also as a powerful tool for integration and cross-curricular teaching among all arts disciplines and other content areas.

- adopt and/or adapt National Media Arts Standards and Assessments in alignment with California VAPA Standards;
- thoroughly plan for, describe and contextualize the discipline for statewide implementation beyond the national presentation;
- create discrete, accessible, integrative and current models for media arts’ a-g courses, curriculum, instruction, professional development and programming; and

- assist qualitative, coherent development of media arts as a discrete area of study by creating structural supports in courses, credentialing and networked resources that promote equitable, sustainable and integrative development in alignment with existing and emerging structures, such as other arts, industry and global resources, Educational Technology, Career Technical Education, etc.

Recommendation C – Arts Integration

The California State Board of Education and the California Department of Education will define and support the practice of arts integration (grades K-6) and cross-curricular arts instruction (grades 7-12) as vital components in a comprehensive arts education.

- Adopt the John F. Kennedy Center for the Performing Arts’ definition of arts integration as a working model for California.
- Create a model standards-based arts integrated curriculum for grades K-6.
- Create a model standards-based cross-curricular model for grades 7-12.
- Develop program and district authentic assessment instruments and systems that promote robust, quality implementation of arts integrated programs.
- Provide professional development in the foundations and practice of arts integration and cross-curricular instruction for teachers and administrators.

Recommendation D – Culturally Relevant Pedagogy

The State Board of Education, the California Department of Education and the Commission on Teacher Credentialing will embed culturally and linguistically responsive pedagogy in the arts throughout the education system: teacher preparation, beginning teacher support and professional development for veteran teacher and administrators.

Recommendation E - Assessment

The California State Board of Education and the California Department of Education will create a rigorous and well-articulated system of authentic school, district and statewide performance-based assessments within all arts disciplines and in cross-curricular formats that

- demonstrate the critical role of the arts in the culture of the school and community in both quantitative and qualitative terms;
- include program and district evaluation instruments and systems that promote robust, quality implementation of arts and integrated core programs;
- promote rigorous arts learning through training for teachers on best practices in formative and summative assessment; and
- align with national standards and assessments.

Educator Quality and Professional Preparation

For more information see pages 28-37

Policy Recommendation A - Single Subject Credential

Restore dance and theatre single subject credentials.

Policy Recommendation B - Single Subject Credential

Evaluate CSET testing vs. subject matter programs for single subject certification.

Discussion of outcomes of a designated working group will drive final recommendations.

Policy Recommendation C - Single Subject Credential

Create substantive discussion at the state level among the arts education community and other stakeholders regarding of state adoption of national media arts standards and the creation of a fifth credential in media arts.

Policy Recommendation D - Multiple Subject Credential

Ensure that multiple-subject teacher preparation programs provide quality preparation in all art forms, including:

- exploring issues of equity and access in teacher preparation throughout the state to identify and resolve gaps in arts preparation access;
- monitoring all teacher preparation programs to ensure that they comply with all the state's subject matter standards for the multiple-subject credential and reflect best practices in the arts in terms of content, theory and pedagogy. Programs should include training in discrete art instruction; instruction in authentic arts integration; advocacy; culturally responsive and relevant instruction; critical reflection; collaborative practice; research methods; assessment; and alignment with new educational initiatives; i.e., Common Core State Standards; and
- continuing to work with the Teacher Advisory Preparation Panel (TAP) and the CTC to ensure the inclusion of new standards for the multiple-subject credential that requires in-depth training in both discrete and integrated arts education.

Policy Recommendation E - Multiple Subject Credential

Explore the feasibility of creating a statewide arts integration certification for generalist classroom teachers as well as arts specialists.

Policy Recommendation F - Subject Matter Authorization

Review the rigor of and pedagogical requirements for Subject Matter Authorization (SMA)'s in dance, music, theatre and visual arts, and clearly outline coursework

required for SMA's in dance and theatre. Include discipline specific pedagogy as a part of the required coursework for Introductory and Specific SMA's in all art forms.

Policy Recommendation G – Single Subject Matter Preparation Programs in the Arts

Design or revise single subject matter program standards in the arts (including the new dance and theatre single subject matter programs) to align with the upcoming national core arts standards. (www.nccas.wikispaces.com)

Policy Recommendation H – Single Subject Matter Preparation Programs

Monitor the timeline for the recertification process of all subject matter preparation programs, and work to place an “arts voice” on committees establishing all subject matter standards.

Policy Recommendation I - Online Teacher Preparation

Explore the consequences and efficacy of online teacher preparation programs, including blended programs, and make recommendations based on findings of above research.

Policy Recommendation J – Administrative Services Credential

Explore gaps in administrative preparation in terms of arts education and programming. Augment Administrative Services Credentialing preparation to include:

- assurance of access, equity and quality of arts instruction;
- strategies for supporting sequential, standards-based arts education in dance, music, theatre and visual arts, and for integrating arts across the curriculum;
- arts education program planning and funding;
- research on arts education contributions for improvement in student performance in all subjects, including college and career ready skills;
- arts-education-specific information and resources aligned with VAPA and Common Core State Standards for administrators;
- instructional evaluation for arts educators and student assessment in the arts, including collection and interpretation of data;
- professional learning, planning and resources in the arts;
- building partnerships with community arts providers and organizations;
- arts education advocacy;
- providing tools for creative leadership; and

- strategies for building and sustaining a creative and collaborative school and community environment.

Policy Recommendation K - Teacher and Administrator Recruitment

Recruit high quality arts teachers and administrators to meet California’s needs. As a corollary, begin a statewide dialogue about the role California can play in elevating the education profession in our state.

Policy Recommendation L – Non-Credentialed Arts Educators

Establish a dialogue between CREATE CA and the Teaching Artists Support Collaborative (TASC) to explore 1) the preparation of and/or certification of teaching artists in the state, and 2) ethical issues concerning salary and benefits of teaching artists working in the K-12 classroom. Recommendations would be dependent on the outcome of these conversations.

Policy Recommendation M – Preparation Partnerships

Provide funding for ongoing support of a CREATE CA leadership/advisory

- to meet specific goals relative to the recommendations represented in this section of *A Blueprint for Creative Schools*; and
- to steward the implementation of these recommendations.

Policy Recommendation N – Preparation Partnerships

Expand and fund CREATE CA coalition governance structure that will engage wide stakeholder representation and participation.

- Through this structure establish and leverage partnerships (private and public) to build momentum for an awareness of the barriers to arts teacher preparation and credentialing throughout California.

Policy Recommendation O – Preparation Partnerships

Mobilize existing networks and create new networks through CREATE CA to implement recommendations for addressing the critical needs related to educator preparation in order to support an understanding and knowledge of quality arts education and creative schools.

- For example, engage members of the Education Coalition, especially California Federation of Teachers (CFT) and California Teachers Association (CTA) and teacher preparation providers in higher education.

Policy Recommendation P – Preparation Partnerships

Work to build positive collaborative relationships at all levels (state, region, county, local) among those responsible for preparation programs,

- which will include higher education leaders, pre-service program providers, classroom teachers (post secondary and K-12), teaching artists and their organizations.

Policy Recommendation Q – Preparation Partnerships

Create a framework for collecting data and evidence of effective collaborations and partnerships establishing guidelines that institutions can use to develop and sustain lasting collaborative partnerships.

- The framework will be developed collaboratively by CREATE CA to define characteristics of successful, evolving partnerships with specific examples of processes and outcomes.

Policy Recommendation R – Preparation Partnerships

Develop and launch a communications' network

- whereby school districts, county offices, university, arts, business and private partnerships share best practices and make contributions visible.

Policy Recommendation S – Preparation Partnerships

Promote positive collaborative partnerships that connect organizations, agencies, and institutions around key actionable recommendations listed above.

- For example, utilize the California County Superintendents' Educational Services Association (www.ccsesaarts.org) regional arts infrastructure to connect teacher preparation programs across the state.

Policy Recommendation T – Preparation Partnerships

Create a partnership between CREATE CA and higher education teacher administration preparation programs to ensure arts learning is connected to current and future curriculum frameworks.

- For example, create mutual collaborations that ensure support of quality arts learning linked to the new Common Core State Standards (CCSS).

Policy Recommendation U – Preparation Partnerships

- Create an ongoing convening of higher education and teacher preparation programs to share best practices to ensure equity, access and quality preparation in the arts.

Policy Recommendation V – Preparation Partnerships

Create and/or expand partnerships with creative industry leaders

- to strengthen and expand school/university partnerships that link to private business and creative industry cultivating a shared conscientiousness for quality, equity, and access for arts as part of teacher education programs and services.

Policy Recommendation W – Preparation Partnerships

Create a foundation for creative schools where business, industry, and individual donors can contribute for the purpose of research, building leadership capacity, collecting evidence of partnerships that work, and promoting improvements in pre-service recruitment and professional development that includes creativity and the arts.

Equity and Access

For more information see pages 38-47

Policy Recommendation A – Accurate Information and Accountability

Collect and disseminate demographic data on access and equity in arts and design education to inform policy, investment and action.

- **Make available to the public information on participation in the Visual and Performing arts.** Include VAPA and CTE course enrollment data on ethnicity, gender and FRL on the CDE website for public review.
- **Reinstate Arts and Music Block grants attached to clear data collection and accountability measures that guarantee equal access to the arts for under-resourced children.** Collect and make public accurate data on ethnicity, gender, and socio-economic status in the future distribution of funds if “Block Grants” for instruction in the visual and performing arts are reinstated.
- **Require local and state cultural agencies, including the California Arts Council, to collect and make public data on ethnicity, race, social class, gender and geographic location on all grants awarded; include organizations funded and communities served.** Such measures would provide a clearer picture of participation in the arts and help assess progress towards equitable access.

Policy Recommendation B – Ensure Quality Curriculum and Instruction

Promote quality arts education and arts integration.

- **Affirm that teaching in and about the arts (arts and design education) and through each art form (arts integration) is a comprehensive curriculum.** Each art form has valuable skills and knowledge for students to learn in order to be creative and critical thinkers. Quality arts integration

that involves teaching curricula of both the arts and other core disciplines, such as math, social studies, language arts, etc. also supports student learning through creativity.

- **Affirm that creativity is the apex of higher order thinking skills.** Arts education and arts integration are seamless ways to achieve creativity.

Implement culturally relevant arts education.

- **Promote the arts as a means to teach and learn about self-knowledge, respect, self-respect and empathy, as well as multicultural ways of knowing.** Include instruction on diversity grounded in the arts, and use cultural knowledge as a platform to support the critical thinking and creative innovation of young people, particularly for those students who are not engaged by the official standards-based curriculum.
- **Promote student agency and voice as primary focuses of quality arts education.** Adopt culturally relevant arts education and arts integrated curricula that focus on positive identity development and ownership of learning as goals of instruction. Affirm the cultural assets students bring to the classroom.
- **Clarify that arts integration represents all trans-disciplinary arts-based-curriculum, including instruction in the traditional arts.** While arts integration may include curriculum that ties content areas together, such as drawing instruction for a science journal, the traditional arts should also be seen as a form of arts integration when they connect dance to history, or music to social studies. Both traditional and contemporary art forms and artists express the values and lives of people in time and place. Understanding ancient and contemporary art forms and contexts necessitates lifelong learning. Traditional arts include their own rigorous teacher preparation, which may be absent from formal teacher training in higher education. Traditional artists are developed through many years of robust training and mentorship - often embarking over decades of study and practice teaching under a mentor. In many cases, this age-old teacher preparation process in traditional arts is equivalent or more robust than the formal teacher training processes used to certify teachers.
- **Build collaborations among classroom teachers, arts specialists, teaching artists, parents and community members.** No one can possibly glean the rich potential of culture and the arts without the assistance and expertise of others. By incorporating local cultural expertise and leadership, the schools become an integral part of the community, which generates more resources for students in and out of school.
- **Incorporate contextual teaching and learning in arts curricula.** Models such as service learning, authentic instruction, or inquiry-based or problem-based learning link arts education with real world challenges. These project-based learning models engage students in creative problem-solving skills needed for design, leadership and collaboration. Additionally, contextual teaching and learning involves higher-order thinking skills or application, analysis, synthesis and creativity that can promote critical thinking.
- **Students deserve real world applications for their inventions and designs.** This can be facilitated through the collaborative efforts of schools with for-profit and not-for-profit organizations. Under-resourced communities have set global trends in fashion and music, through original works,

product adaptation and repurposing. Many manufacturers scour the web to see what is bubbling up from “the streets” in order to stay relevant in the marketplace. Schools and businesses should develop ways to partner with young designers and artists to allow them to benefit from their artistic genius in measurable ways. Examples of successful partnerships can be found in initiatives like Junior Achievement.

- **Strengthen communication between home and school cultures and increase opportunities for parent involvement by creating a welcoming and egalitarian school environment.** Empower a diversity of parents, regardless of primary language, socio-economic status, race, ethnicity or educational background. Examples of this can be seen in the PTA's Parent Education Program, in the work of the Title 1 Parents' Union, and in arts instruction for parents at school sites working to promote engagement and campus beautification.

Increase education and understanding about the arts.

- **Educate teachers, parents, administrators and policy makers about the importance and benefits of creativity and the arts for all students regardless of their primary language, economic or cultural backgrounds, or academic achievement.** Current research continues to show that creative education can benefit language acquisition. Provide CRAE and arts integration opportunities to children who are learning English as their second language, and to students who may not be performing at grade level to support their academic advancement. Indeed, the arts have traditionally helped people from all cultures to weather difficulties and transform their lives.
- **Support and build leadership for creativity and the arts in higher education.** Encourage tenured positions for faculty with expertise in arts education to prepare teachers in higher education to build resources in higher education that can impact the demand in K-12.
- **Expand pre-service course offerings for teachers.** Recruit and prepare teachers with cultural and artistic expertise by improving interdepartmental collaborations among arts, area studies, and education departments in higher education. Remove barriers to arts instruction by offering credentials in all art forms, including dance and drama.
- **Incorporate design and media standards along with dance, drama, art and music.** The President's Council on the Arts and Humanities (2011) has recommended a multi-pronged approach to address a crisis in access to instruction for children through: 1) standards-based instruction, 2) instruction from teaching artists and culture bearers, and 3) emphasis on arts integration. However, data on participation rates are substantially lower in the genres that do not offer a formal teaching credential in that content area.

Policy Recommendation C - Forge Resource Networks to Address Opportunity Gaps

Build networks to support creative learning opportunities for under-resourced children.

- Institute processes for community arts organizations and culture bearers to become certified instructional providers for young people during or after school.
- Support civic engagement and symbiotic partnerships among K-12 schools, community colleges and universities. These institutions have proven successful for children as well as for young artists in higher education. This can be done successfully by linking civic engagement and service learning courses to VAPA, CTE or design instruction in the community. Programs such as ArtsBridge provide models for ongoing K-20 collaborations that increase access to quality arts instruction, expose students and parents to college life and the college-going culture, and help university students share what they know.
 - Many businesses in well-resourced neighborhoods support their local schools through donations. Avenues should be created to leverage business partnerships to support under-resourced schools not only through direct investment, but also through hands-on instruction and mentorship that increase exposure to creative careers. Professional artists and arts organizations clearly have a reason to ensure access to the arts for all students; as artists they understand the value of the arts to individuals and society, and as businesses and arts organizations they must be aware of the value of arts education to build audiences.
 - Partnerships that help remedy place-based inequalities can be developed among K-12 schools, higher education, civil society, and industry councils. In the same way that designations are given by local, state and regional governance for enterprise and empowerment zones and arts districts, incentives should be created to support collaborations with schools that cultivate the creative potential of students and stabilize the lives of vulnerable families and communities.

Eliminate the Digital Divide

- The impact of digital learning on children has become a central focus of many researchers and foundations. The digital divide exacerbates the opportunity gap for children, both inside and outside the formal school day. Forward thinking educators and administrators now embrace the notion that 21st century learning should engage the “4 C’s of critical thinking, communication, collaboration, and creativity. This will require changes in teacher preparation, pedagogy and administrative protocols that currently limit internet access in many schools. Generational and cultural divides in the use of, and access to technology as a publication, communication, and research tool must be overcome. Many examples of online learning now exist. From informal crowd-sourced how-to videos, to formal e-courses and MOOCs, online learning is now accepted as a part of the solution to increasing educational access and affordability. An example of a school district providing low cost

broadband to local families can be found in the Fresno area leadership of Superintendent Larry Powell.

- While some school leadership welcomes the educational use of broadband to support student learning, other districts limit access and effectively lock the gates on the global library called the internet. Access to broadband, educational software, and mentorships, can support the growth and enrichment of children who lack in-school instruction in the arts and design. Many young people have turned to YouTube for a wealth of educational videos about things they wish to learn or to be tutored in. Digital learning has become a viable way for businesses and laypersons to share what they know with the public at large. Access to broadband, a smartphone or computer, and creative software can help students extend their learning inside and outside the classroom.
 - It is time to connect public schools to existing social and material infrastructure in Community and Faith-Based Organizations, and political and social groups, in order to support and develop students' educational and career interests. It is important to help learners choose and create pathways that lead them away from high-risk activities. Student acquisition of marketable skills should be seen as self-affirming, not as a sign of weak character or abandoning one's friends and neighborhood. Students seeking alternatives discover new learning and career opportunities and model these findings to their peers. This process helps bring students ideas to life and develops a positive culture of research, problem-solving and career awareness.
 - Many of the skills needed in the new economy are being taught online. The web has become an adjunct to the brick and mortar classroom for many young people. Schools can learn from the successes of youth and family-oriented community economic development organizations. For example, the Watts Labor Community Action Committee (WLCAC), Urban League, Opportunities Industrialization Centers (OIC), and Homeboy Industries connect schooling to small business development that emphasizes local knowledge, entrepreneurship and sustainability.
 - Business practices are becoming increasingly web-based. Access to high speed broadband and the appropriate hardware and software configurations are an absolute necessity for this type of 21st century learning. Not only access to materials, but ongoing instruction and mentorship are necessary to guide students through the process of mastering these new tools. With the help of new low cost 3D printers, scanners, and CAD software, students can create designs and prototypes of what they imagine without the need for large amounts of start-up capital. They can then begin to create short runs of products to do "street corner" market research in their schools and neighborhoods.
- Arts and Design-based learning can be supported through civic engagement partnerships with K-12 schools, higher education and industry.

Policy and Politics

For more information see pages 48-51

Policy Recommendation A – Arts as Core

Reinforce Education Code that places arts as part of the “core” curriculum by communicating existing requirements to districts, providing strategies that allow the arts to implement new “Common Core Standards.”

- Support these efforts through a clearinghouse of research data and toolkits that assist in district evaluation of arts programs and the development of district strategic plans.

Policy Recommendation B – Expand Curricular Vision

Expand curricular vision both by endorsing and supporting sequential arts instruction and teacher certification in dance and theater and by developing a vision for CA schools that supports media arts, trans-disciplinary education and traditional arts as part of an arts-integrated experience to feed student achievement and agency.

- Such focus naturally lends to collaboration with leaders and advocates of the STEM fields.

Policy Recommendation C – Arts Report Card

Develop an “arts report card” to be used by every district.

- This public reporting system would allow districts to assess their own commitment relative to certain state-defined minimum requirements for arts education.
- In addition to the status of current efforts, the public report shall include specific steps the district proposes to expand access to arts education. The report would address the severe gap in information, data and research across the state that prevents clear understanding related to access and equity, thus, hindering targeted interventions.

Policy Recommendation D – Improve Accuracy of Information

Improve the accuracy of information regarding access to arts education by including race and ethnicity data in VAPA and relevant CTE course enrollments available to the public on CBEDS while establishing reporting on access and equity in programs supported by public funds.

- As part of an “arts report card,” include reporting on access and equity in programs supported by public funding.

Policy Recommendation E – Administrator Evaluations

Require administrator evaluations to document and reflect school leaders’ effectiveness in ensuring a sequential, standards-based arts education for all students.

- Such documents would report on arts instruction in all four arts disciplines, high-quality credentialed teaching, standards-based instruction and assessment, and effective use and coordination of community arts education resources and strategies for all students.

Policy Recommendation F – Performance-based Model Assessments

Create a rigorous and well-articulated system of authentic school, district and state-wide performance-based model assessments within all arts disciplines and in interdisciplinary formats that demonstrates the arts’ critical role in the culture of the school and community.

- Fund a “CA Media Arts Education Portfolio,” and a series of assessment tools that can begin to build a statewide resource for best practices.

Policy Recommendation G – Create State-level Clearinghouse

Maximize, leverage, and support partnerships to create a state-level clearinghouse of best practices, research and measurement tools.

- Focus foundation and corporate partnerships on further development of networks and resource distribution, which include “expanded learning” programs and existing programs provided by cultural institutions.

Policy Recommendation H – Promote Vision and Strategies for Creative Schools

Recruit and empower an influential group of cross-sector leaders to promote the vision and strategies for creative schools.

- Facilitate statewide partnership initiatives that allow for consensus around objectives, actions and resources. Partnerships might include “Arts Champions” and “Collaborative Partnerships for Creative Schools.”
- Consider developing a “Higher Education Council on Creative Schools” to provide leadership in pre-service training, research and scholarship in arts and creative-learning research. Actions would include developing messaging, launching a media action campaign aligned with the Report and seeking endorsement from key public figures.

Policy Recommendation I - Create Education and Business/Industry Council

Create a California Education and Business/Industry Council.

- Provide a forum for communication among employers, educators, students and policy makers, allowing business and education leaders to make connections, learn from each other, and identify common goals and issues. Discuss creating opportunities within the educational system for students to gain the skills and qualities in creativity, cultural understanding, communication, collaboration and problem solving.

Policy Recommendation J – Implement Creativity and Innovation Index

Support implementation of a creativity and innovation index along the lines of the suggestions made in SB 789.

- Expand concepts of **SB 789** to include exploration of creative thinking and behavior as part of an index.

Research and Evidence Building

For more information see pages 51-55

Policy Recommendation A – Access to the Arts

Biennially assess student access to arts education using a state-mandated information system.

- Conduct a statewide survey to establish a baseline for student access to the arts.
- Establish procedures to share the information publicly with stakeholders.

Policy Recommendation B – Arts Assessment

Develop tools for measuring student learning related to the arts that will be useful across all California public school contexts and sub-groups.

- In the next three years, develop annual standards-based performance assessments that can be used by schools to assess students' abilities to carry out grade-appropriate activities related to visual art, music, theater and dance.
- In the next five years, develop a California Standards Test in the Visual and Performing Arts at the 5th and 10th grade levels that would assess basic conceptual knowledge of visual art, music, theater and dance.

Policy Recommendation C – Evidence Building

Build evidence to support the role of the arts in developing capacities and dispositions related to both academic achievement and social-emotional well-being.

- Provide funding for scientifically-based research in connection with state-funded and state-administered teacher professional development grants.

Policy Recommendation D – Teacher Credentialing

Update the teacher credential requirements to provide a stronger focus on the arts.

- Revise the teacher credential requirements to provide elementary teachers with sufficient pedagogical content knowledge in the visual and performing arts to enable them to provide standards-based arts instruction to their students.
- Adopt teacher credentials specific to the fields of theater and dance, similar to those that already exist for music and the visual arts.

Policy Recommendation E – Access to High Quality Research

Establish a practical, centrally supported California Digital Arts Education Portal where research findings vetted through a peer-review process can be disseminated.

- Provide research summaries about the various arts programs, products and practices so non-researchers can easily assess and interpret the existing evidence.
- Provide easy access to high-quality research findings that will provide a foundation for planning and on-going dialogue among educators, policy-makers and other stakeholders.

Policy Recommendation F – Creativity and Innovation Index

The State of California should proceed with exploration and implementation of a creativity and innovation index along the lines suggested in SB 789.

- A broadly advised and deliberate process should be undertaken to decide how such an index might work and what it should include.

Role of Business and Industry in the Creative Workforce

For more information see pages 55-61

Policy Recommendation A – Education and Business/Industry Council

Create a California Education and Business/Industry Council.

- This state-wide council should focus on the needs of businesses, the challenges schools face and the importance of creating opportunities within our educational system for students to gain the skills and qualities needed to face the economic challenges business and industry face: creativity, cultural understanding, communication, collaboration and problem solving. The Council should be used to provide a forum for communication among employers, educators, students and policy makers, allowing business and education leaders to make connections, learn from each other and identify common goals and issues.

- The California Council should be made up of business and industry of all sectors and sizes, with locations throughout the state. In California, entrepreneurial start-ups and small businesses are leading the growth in the business sector and should have a strong voice along with “big” business. In addition, these councils might also be formed at the regional or local level, perhaps interfacing with existing groups that bring business, industry and education together.
 - Existing models to use in the design of this council are
 - Glenn Co., CA Office of Education – Business Education Council (BEC)
 - Grundy County, IL, CoC – Business Education Council (BEC)
 - Oregon E3 (Employers for Education Excellence)
 - Colorado’s Creative Economy Advisory Panel

Policy Recommendation B – Partnerships

Partner with key business leadership groups.

- It is advantageous to connect with businesses “on their own turf” via their own professional organizations, to engage and inform them about what work is being done to transform education to meet their needs by developing the skills needed within our students to help build a thriving economy.
- This partnering can also serve to inform education as to what best practices, tools and techniques could be brought to bear in our “business,” the business of creating a highly-qualified creative citizenry.
- Examples of key groups are
 - California Volunteers
 - Silicon Valley Leadership Group
 - Orange County Business Council
 - California Chamber of Commerce
 - California Business Roundtable
 - California Business for Education Excellence
 - Central California Council
 - Workforce Investment Boards
 - The Los Angeles Coalition for the Economy & Jobs (The L.A. Coalition)
 - National Federation of Independent Business/California
 - American Leadership Forum of Silicon Valley
 - 1st ACT Silicon Valley
 - BIOCUM Institute and BayBio
 - CONNECT (San Diego)

Policy Recommendation C – STEM/STEAM

Partner with the STEM/STEAM movement.

- The NSF recently awarded a \$2.6 million grant to the Art of Science Learning initiative for "Integrating Informal STEM and Arts-Based Learning to Foster Innovation," and the NEA is now accepting art and science initiatives under its ArtWorks grants. Shifts at two key federal granting agencies to include art and science-infused projects show a recognition that arts and STEM education do, in fact, belong together.
- STEM funding has increased in recent months with government and business leaders recognizing how far the U.S. has fallen behind STEM fields compared to the rest of the world. While STEM is gaining recognition on the national stage, various organizations are stepping up to ensure that the arts and creativity don't get lost in the mix: musician will.i.am's i.am.angel Foundation recently partnered with Discovery Education and NASA to launch i.am.STEAM; Wolf Trap received a four-year, \$1.5 million grant from the Department of Education to pursue early childhood STEM education through the arts; Sesame Street just launched the first STEAM program called Elmo the Musical; and the Rhode Island School of Design (RISD) launched www.stemtosteamm.org to further its mission in Rhode Island. In San Diego, Full STEAM Ahead is gaining momentum and getting ready to launch the first STEAM member organization to collect resources, identify participating organizations and schools, and to provide a platform to engage with the business community.
- Partnerships with these groups will provide access to the educators and organizations, leading the charge in changing the way we approach STEM in schools by adding an "A" to make sure it's clear that art is a crucial element in preparing our youth for the future workforce – through innovation and creativity.
 - Examples of organizations/initiatives with which to partner with include:
 - Art of Science Learning – national initiative headquartered in San Diego
 - California STEM Learning Network
 - BIOCUM Institute – bridges with Southern California life sciences industry
 - Full STEAM Ahead

Policy Recommendation D – Exemplary Partnership Models Database

Develop a database that details exemplary models' of success where education partners with business.

- Recognizing that standardized Federal or State template solutions do not often suit every community, the creation of customized, innovative solutions that suit different rural, suburban and urban contexts would serve as valuable resources for schools and teachers.
- The National STEM network has established a database, and we should pursue a partnership with that group. Many examples of excellence in partnering with business will also be captured in the Full STEAM Ahead network. Providing linkages to these, and other growing databases, is crucial to sharing best practices.
- Because of the great geographical diversity within our state, we also recommend the development of a GIS interface for this information so educators and administrators can easily see what exemplary models are in similar geographical contexts as themselves.

Policy Recommendation E – Cadre of Business Leaders

Develop a cadre of key business/industry executives and leaders that involve CEOs interested in the future of CA business competitiveness, who will act as public spokespersons for creativity, innovation, and the power of arts education in order to build public will around the importance of including rigorous, sequential arts learning K-12 and beyond.

- Possible spokespersons are
 - Russell Goldsmith, chairman and chief executive of City National Bank, founder, The LA Coalition
 - Harvey White, chairman of (SHW)2 Enterprises and co-founder of Qualcomm
 - John Tarnoff, CEO, Newspeak Consulting Group, formerly Head of Show Development at DreamWorks Animation

School Finance and Sustainability

For more information see pages 61-66

Policy Recommendation A - Adequate Resources

Continue the existing Arts and Music block grant program (\$88 million) unless and until our objectives are met through other means (e.g. improved school funding, clear curriculum requirements, strong reporting/accountability). Shift from a focus on inputs (e.g. the Block Grant funding) to a focus on outcomes for students. As long as districts maintain or expand the scope of their arts education programs, they would be free from restrictions on state funding.

- Should the Legislature decide to re-allocate the Arts and Music Block Grant as unrestricted funds, we propose one half (\$44 million) ongoing be allocated for a matching grant for districts, to be administered by CCSESA and county offices of education in partnership with the CDE. (Short-term)
- The Department of Education should provide policy guidance to school districts and county offices of education around appropriate uses of other state and federal funding sources to support arts and arts integration programs. Also explore other public funding streams to support youth engagement with the arts outside of school. (Short-term, Low Cost)

Policy Recommendation B - Arts as Core

Introduce legislation to amend the Education Code to establish the place for the arts as part of the “core” curriculum.

- Support these efforts through a clearinghouse of research data and toolkits that assist in district evaluation of arts programs and the development of district strategic plans.

Policy Recommendation C – Support for Strengthening Arts Education

CDE should create or expand a clearing house to support schools and districts in strengthening arts education.

- This should include relevant research studies, models of effective practice, and practical tool kit items to help schools districts assess their current offerings and develop effective plans for arts education moving forward.
- Consideration should be given to this project as a joint venture between CDE and CCSESA. Provide examples of effective strategies to utilize the arts to help K-12 students achieve the new Common Core State Standards. (Short-term, Moderate Cost)

Policy Recommendation D – Funding for Innovation in Arts Education

The state shall allocate \$44 million on an ongoing basis from the existing Arts and Music block grant program to county offices of education on an enrollment basis to support innovation in arts education for school districts. (Short-term)

- Provide designated Regional Arts Lead County Offices in all eleven service regions of California, in collaboration with CCSESA and the CDE, along with the other counties in their region, technical assistance and support to school districts to advance arts education. Ninety percent (90%) of the county allocation shall be re-granted to school districts as matching funds for those districts that are investing in proactive steps to expand access to arts education. Support shall also be provided to agencies serving students in special education and the juvenile justice system. (Short-term)
- Encourage local and regional public-private partnerships involving schools, local cultural organizations and funding partners. Recognize and disseminate effective models, such as the Alameda County “Arts IS Education” initiative or “Arts for All” in Los Angeles. (Short-term, Low Cost)

Policy Recommendation E – Arts Report Card

Develop an “arts report card” to be used by every district. The goal is a simple public reporting system that would allow districts to assess their own commitment relative to certain state-defined minimum requirements for arts education.

- On an annual basis, districts will collect basic data and report the findings at a public meeting. In addition to the status of current efforts, the public report shall include specific steps the district proposes to take to expand access to arts education. The goal of this self-assessment process is to document the extent to which all students have access to discrete arts courses, to highly qualified teachers in the arts and to effective programs which integrate one or more arts disciplines with other academic content areas. The purpose is to determine the level and scope of a district’s overall commitment, relative to their specific budget situation, as well as to ensure equitable access for all students and all schools within the district. (Medium-term, Moderate Cost)

Policy Recommendation F – Recognition for School Districts

County offices should provide recognition for school districts that are treating the arts fairly relative to other academic programs. Special recognition should be given to those districts that truly go “above and beyond” in their commitment to quality arts education. (Medium-term, Low Cost.)

Policy Recommendation G – California Distinguished School Recognition for the Arts

The California Department of Education should recognize schools with outstanding arts programs as part of the California Distinguished Schools program. (Short-term, Low Cost)

Policy Recommendation H – Creativity Index

To address student access at the school site level, the Legislature and Department of Education should collaborate to develop and implement the proposed “Creativity Index.” This is a tool to document the scope of course offerings and instructional programs that promotes creativity in any academic discipline.

- This idea should be considered as part of the implementation of the new Academic Performance Index, as mandated by Senator Steinberg’s legislation Senate Bill No. 1458. (Short-term, Moderate Cost)

Policy Recommendation I – School Quality Review Program

As part of Senate Bill 1458, the State Superintendent of Public Instruction may develop and implement a program of school quality review that features locally convened panels to visit schools, observe teachers, interview pupils and examine pupil work. We recommend that such review panels include an assessment of the quality and scope of arts education programs. (Medium- term, Moderate Cost)

Policy Recommendation J – Statewide Assessment in the Arts

Develop appropriate arts-related test items to be included in new state assessments designed to support the Common Core Standards. (Short-term, Moderate Cost)

Strengthening Collaborative Relationships

For more information see pages 66-74

Policy Recommendation A – Recruit Leaders to Champion Partnerships to Ensure a Creative Education

Recruit and empower an influential group of business, education, arts organization, museum and community leaders to champion partnerships that ensure a creative education for every child in California. Seek investment from these leaders and organizations.

- Obtain specific endorsements for the campaign from the Governor, Lt. Governor, and the State Superintendent for Public Instruction.
- Roll out media action campaign aligned with Blueprint themes and recommendations.
- Provide language and templates for school Site Councils to integrate Report plans into School Site Plans.
- Forge alliances with other existing groups whose priorities seek to lower dropout rates, to improve student engagement, to raise graduation rates, and to foster successful citizenship-- all outcomes improved by an education that includes a robust commitment to an arts-filled and/or arts-integrated curriculum.

Policy Recommendation B – Create State-level Digital Resource Platform

Create state-level digital resource platform to develop and share best practices, resources, common language, accountability and measurement tools, including, but not limited to:

- encouraging best practices that would foster greater alignment, cooperation and sustainability by facilitating understanding partners' needs, interests, organizational cultures and assets (including non-financial resources such as expertise, volunteers, lobbying arms). Provide both qualitative and quantitative models of effective partnerships;
- continuing dialogue and collaborative problem-solving among and across partnerships; and
- establishing a network for screening and supporting visiting artists and other mentorship programs.

Policy Recommendation C – Develop Toolkit

Develop and disseminate a California-centric collaboration “toolkit,” modeled after ones developed by the Arts Education Partnership (AEP) and the Parent Teachers Association (PTA), featuring best practices and practical advice for advancing collaborative partnerships at the school, district, county and state levels. Seek corporate and foundational support for the creation and distribution of the “toolkits.”

Collaborate with AEP and the California PTA. *Note:* Use of Graphical Information Systems (GIS) may provide a useful way to integrate and present knowledge.

Policy Recommendation D – Support Capacity of Partnerships

Develop partnerships with Expanded Learning programs (summer, before-and after-school programs) that complement and support the school day and experience.

Policy Recommendation E – Assess Partnerships

Create templates for consistent and meaningful assessment.

Policy Recommendation F – Showcase National Partnership Models

Host a state summit that showcases four national models for Collaborative Partnerships for Creative Schools/Arts Learning. The four models would be chosen from those that demonstrate best practices in three types of partnerships: Business-to-School collaboration; Higher Education-to-School collaboration; Community-based Arts Organizations-to-School collaboration; and Professional Arts (i.e. Museums, Orchestras, Dance Companies)-to-school partnerships.

Policy Recommendation G – Build Sustainable Support Links

Build sustainable support links to special-interest groups or associations with shared interest in school improvements. (See Objective 1, Recommendation A)

Policy Recommendation H – Form a Funders’ Collaborative

Leverage philanthropic funding from regional and statewide foundations to form a “funders’ collaborative” that would provide seed funding for model, collaborative partnerships around the state, and rigorously document the outcomes.

- Utilize California’s 29 business schools and fine arts programs found at the UC campuses, which, along with their complement at Cal State’s 32 colleges and the state’s 112 community colleges, represent an asset that should be leveraged to serve as local/regional centers for the support and incubation of business/arts/schools/community collaboration.
- Foster partnerships that include mentoring, internships, and greater teacher-training with existing professional performing arts organizations and public arts institutions in larger population centers.
- Seek statewide or local corporate sponsors for rural regions to create access to performing arts via broadcast in local movie houses and to visual arts through online media, apps and pay-to-play websites.

Policy Recommendation I – Professional Development

Create and implement a professional development training program that incorporates the CCSESA regions based on building collaborative relationships within diverse communities.

- Gear each training program is towards administration, parents and families, PTA, Teachers, Arts Teachers, CDE, CAAE and CCSESA;
- Align training with needs of each community and model best practices; and
- Record follow up and assessments.

Policy Recommendation J – Link Efforts to Economic Development Plan

Link our efforts to the State’s development of the Economic Competitiveness Plan called for in the California Economic Summit Action Plan of July 2012. Governor Brown’s Office of Economic Development was tasked with creating this plan, and the interests of arts learning and creative education should play a key role in the plan’s drafting. “Entertainment” and “High-Tech” were two specific industry clusters called out as participants, and our interests should be linked to both sectors.

Teacher and School Development

For more information see pages 75-84

Policy Recommendation A –Professional Development for Teachers

Establish, implement and sustain on-going arts education professional development opportunities for teachers that cultivate the 21st century skills; align to the next generation of national arts standards; support Common Core Content Literacy in the Technical Subjects and Common Core for Language Arts, and Mathematics; and encourage and provide standards-based instructional design and assessment for the classroom. Professional development will:

- include opportunities for teachers to development pedagogical and content knowledge in dance, music, theatre, and visual arts;
- embed instructional design and implementation strategies for standards based arts learning and assessment for all students;
- expand teachers’ abilities as related to teaching the arts in the 21st century;
- deepen teachers’ instructional design to foster students’ development of imagination, voice, creative and critical thinking and 21st century skills and Common Core State Standards;
- provide opportunities for non-arts certified teachers to strengthen arts integration and cross-content instruction using arts-learning methodologies;
- encourage cross-disciplinary planning;

- strengthen teachers' capacities to meet the needs of students with disabilities;
- be differentiated to meet teachers' needs throughout their careers;
- be culturally and linguistically responsive to the diverse learner needs in California schools; and
- provide information on on-going California professional learning resources and assets including, The California Arts Project and California's arts education professional organizations: CAEA, CMEA, CDEA, CETA.

Policy Recommendation B – Professional Development for Arts Support Providers

Establish, implement and sustain, ongoing training and professional development for teaching artists, community providers, arts interns and community and after-school providers that strengthen collaborative relationships, align to State and National Standards and provide pedagogical preparation to support and extend regular classroom instruction. Professional development will:

- include opportunities for teaching artists, community arts providers, interns and after-school program providers to develop pedagogical knowledge and increase familiarity with California Content standards especially in the visual and performing arts;
- embed instructional design and implementation strategies for standards-based arts learning for all students;
- increase teaching artists, community arts providers, interns and after-school program providers abilities to make clear connection between arts learning and 21st century skills acquisition;
- strengthen collaborative interaction among teaching artists, community arts providers, interns and after-school program providers and site-based educators;
- encourage cross-disciplinary planning;
- strengthen teaching artists, community arts providers, interns and after school program providers' capacities to meet the needs of students with disabilities; and
- be culturally and linguistically responsive to the diverse learner needs in California schools.

Policy Recommendation C – Professional Development for Administrators

Provide site and district-level administrators with tools for creative leadership, including infusing preparation with Common Core Standards and Content Literacy in the Technical Subjects with the value of the arts in achieving assessable results for diverse learners in all classrooms. (related to Recommendations for Educator Preparation – Recommendation A)

Pre-and in-service administrative training will:

- include overview of goals, standards and content of arts and 21st century education;
- include strategies for building a creative school and community environment;

- include strategies to provide access and equity for all students to a 21st Century sequential, standards-based arts education in dance, music, theater and visual arts, taught by certificated arts educators and supported by a variety of providers of supplemental arts instruction;
- identify strategies for building and sustaining a collaborative environment;
- identify existing California state, regional, local arts education professional learning assets and resources, including The California Arts Project, California’s arts education professional organizations: CMEA, CDEA, CETA and CCSESA Arts Education Initiative;
- include strategies for building connections with local community resources, state, district and county arts leaders, and local “creative industry;” and
- provide training and assessment tools for creative management.

Policy Recommendation D – Professional Learning Plans

Require creation of coordinated professional learning plans at the county, district, and school-site levels focused on on-going professional learning for administrators, teachers and school communities to implement, improve and sustain a creative school environment. The professional learning plans should address the following aspects:

- “building creative capacity” in District Leadership Standards and training;
- insuring access and equity for all students to a 21st century sequential, standards-based arts education in dance, music, theatre and visual arts, taught by certificated arts educators for all students in the district;
- creating on-going professional learning opportunities to build school-wide creative capacity and connection to 21st century skills, Common Core Content Literacy in Technical Subjects and Common Core State Standards;
- linking to existing California state, regional, local arts education professional learning assets and resources including The California Arts Project, California’s arts education professional organizations: CAEA CMEA, CDEA, CETA and CCSESA Arts Education Initiative,
- identifying support for release time for teachers to engage in arts education planning and professional development;
- developing a sequential, standards-based district-wide curriculum and assessment for arts learning;
- including all teachers and administrators in professional learning on sequential, standards-based arts instruction, arts integration, 21st century skills, Common Core Content Literacy in Technical Subjects and connection of Common Core State Standards;
- Illustrating the connection of standards-based arts learning, instructional design and assessment to the Content Literacy Standards in the Technical Subjects and Common Core State Standards;
- Supporting instructional collaborations among certified arts educators, certified non-arts educators, business and community members, and providers of supplemental art instruction;
- including benchmarks to indicate progress and, for accountability, assessing and refining yearly; and
- focusing on professional learning that builds connections with local community and strengthens cultural awareness.

Endnotes

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⁴⁶ California Education Coalition White Paper. May 2012.

⁴⁷ California Budget Project: A Decade of Disinvestment: California Education Spending Nears the Bottom. http://cbp.org/pdfs/2011/111012_Decade_of_Disinvestment_%20SFF.pdf.

⁴⁸ Woodworth, K.R., H.A. Gallagher, & R. Guha. *An unfinished canvas. Arts Education in California: Taking Stock of Policies and Practices, Summary Report*. Menlo Park, CA: SRI International. <http://www.hewlett.org/library/an-unfinished-canvas-arts-education-in-california-taking-stock-of-policies-and-practices>.

⁴⁹ Refer to glossary for specific references to Arts requirements in the California Education Code.

⁵⁰ For a full list of county offices of education, go to www.ccsesa.org ; for a map of regional arts county offices of education, go to: www.ccsesaarts.org.

