

2020 VISION: *Changing the Face of Education in Fayette County*
WORK GROUP: 2020 Arts
FINAL REPORT AND RECOMMENDATIONS

COMMITTEE MEMBERS:

Marty Henton, Community Leader
Jack Wilson, Facilitator
Patti Bingham, Staff Leader
Kim Lyon, Committee Liaison

Community Volunteers: More than twenty-five volunteers (as a monthly average) representing faculty and staff from the Fayette County Public Schools, faculty and staff from the University of Kentucky, professional artists, arts organizations, parents and business men/women played a key role in the development of the four recommendations with contributing research and rationale.

NUMBER OF SPECIFIC RECOMMENDATIONS: 4

The implementation steps included with each recommendation are considered mandatory implementation elements critical to fulfillment of the recommendations both individually and collectively.

GOALS OF 2020 VISION AND 2020 ARTS:

1. All children reach the highest levels of achievement.
2. Overcome barriers to learning.
3. Build children's capacity to learn.

DEFINITIONS AS USED IN THIS REPORT:

Arts – includes visual arts (inclusive of architecture), vocal and instrumental music, dance, drama and creative writing.

Arts Education – An arts-infused curriculum which includes teaching of all the arts as independent disciplines of study and using the arts as teaching tools in all academic disciplines (i.e. reading, math, science and social studies.)

Community – parents and families, artists, arts organizations, businesses, local civic and cultural leaders and institutions.

Integrated Arts – the arts, artistic methods and artistic tools being enmeshed with all other subject matters in the curriculum in such a way that they enliven the whole educational enterprise.

2020 VISION: *Changing the Face of Education in Fayette County*
WORK GROUP: 2020 Arts
FINAL REPORT AND RECOMMENDATIONS

EXECUTIVE SUMMARY

The work of the 2020 Arts team began with the unanimous agreement that the Arts are essential to a child's education. The recommendations derived from our group discussions are based on formal research and pilot projects that indicate:

- Arts education:
 - builds a school climate of high expectation, discipline and academic rigor;
 - strengthens student problem-solving and critical thinking skills and
 - provides opportunities for family, community and business involvement with schools.

- Arts education has been directly linked with:
 - higher achievement in reading, math and science and
 - more regular attendance, lower dropout rates and decreased delinquent behavior.

- Quality classroom experiences in the arts:
 - increases the ability to communicate effectively and work on tasks from start to finish;
 - provides multiple opportunities and methods to learn an academic concept;
 - helps develop a positive work ethic, teamwork and pride in a job well done and
 - can narrow or eliminate the academic achievement gap between low-income students and their more affluent peers.

- Effective and sustainable arts education programs require:
 - a comprehensive vision and plan for arts education at every grade level for every student;
 - active involvement of influential segments of the community in shaping and implementing policies and programs;
 - strong support of the local school board, superintendent and principals and
 - continuity of school and community leadership.

The recommendations in this report include:

1. Establishing arts education as a fundamental, mandatory, fully-funded element of the FCPS curriculum.
2. Developing a comprehensive Community and Parent Involvement Program.
3. Developing an Arts Education Professional Development program for non-art and art teachers.
4. Providing appropriate facilities, materials and other capital resources for arts instruction, creation and production.

We do not need more and better arts education to develop more and better artists any more than we need mathematics in the core curriculum primarily to develop mathematicians. Rather, we need more and better arts education to produce better-educated human beings, citizens who will value and evolve a worthy American civilization. Better-educated human beings: That is the justification for making the arts an essential part of general or basic education. (Strong Arts, Strong Schools, 1996)

Without imagination and the ability to create, we are stuck with life as it is, and not as it might or could be. That is why the arts are a critical...component of America's growing problem of competitiveness. Innovation lies at the center of industrial success, and creativity may well be America's ultimate economic resource: It is the creative act that generates the new knowledge that fuels the information economy. (Strong Arts, Strong Schools, 1996)

There is another application that can provide impressive educational dividends: the arts used as vehicles to enhance learning in other subjects. In addition to being treated as subjects worthy of study in their own right, the arts can function in tandem with the entire curriculum, enlivening it and ensuring the student's engagement in the learning process. (Strong Arts, Strong Schools, 1996)

The 2020 Arts team has found strong evidence from across the nation that a robust arts curriculum contributes to closing the achievement gap. Moreover, in our own state and county we can celebrate success in this area. In the Daviess County Public Schools they embraced an innovative project based on brain development research. They believed that integrating the arts, foreign language, music, reading and critical thinking skills into the curriculum would increase students retention skills in math and science and, indeed, the test scores validate this belief: elementary test scores rose from 84.0 (1999) to 103.1 (2004), middle school test scores rose from 78.3 (1999) to 90.4 (2004), and high school test scores rose from 74.5 (1999) to 86.3 (2004).

In 2003, a class of kindergarten students from Fayette County's Cardinal Valley elementary school were enrolled in a literacy program based on the elements of art and the principles of design. By the end of the year, 90% were of the students were able to read at or above grade level.

In September 2005, SCAPA Bluegrass students received a CATS score of 104.7 – the highest score in the state and the highest middle school in the district. SCAPA has consistently scored in the top ten for the past several years and the 2005 score reflects an improvement from the 2004 scores.

The 2020 Arts team has uncovered and discussed over the past six months a wealth of research stating the critical importance of the arts in public education. *Strong Arts, Strong Schools* presents a compelling argument for the arts in the schools as a way of producing “better educated beings.” Certainly, the 2020 Arts team believes that children who are brought up with arts in their education and their lives will grow to be productive adults who contribute to the creative and economic fiber of their communities. Educating the whole child (the right and left brain) is not a new educational strategy, but it is one that researchers and educators consistently find to be responsible for higher performance when assessing growth in academic learning.

The arts are a vital component of learning and cannot be excluded if we are to teach to the “whole child.” The 2020 Arts team is presenting four strong recommendations with research and rationale that build our case for a fully developed arts education in the Fayette County schools. With One Community, One Voice as the foundation and with full implementation of the 2020 Arts recommendations, Fayette County Public Schools can enjoy world class status and, more importantly, we can prepare our children to function effectively in a knowledge-based economy, to be active citizens and effective members of culturally complex communities.

Reference:

Fowler, C. (1996). **Strong Arts, Strong Schools: The Promising Potential and Shortsighted Disregard of the Arts in American Schooling.**

2020 VISION: *Changing the Face of Education in Fayette County*
WORK GROUP: 2020 Arts
FINAL REPORT AND RECOMMENDATIONS

GROUP RECOMMENDATION NUMBER: 1

The implementation steps included with each recommendation are considered mandatory implementation elements critical to fulfillment of the recommendations both individually and collectively.

SPECIFIC RECOMMENDATION:

Arts education must be a fundamental, mandatory, fully-funded component of the Fayette County Public Schools curriculum for every student (pre-K – 12) regardless of student ability and socio-economic level. The courses must be taught by certified (or duly qualified) teachers of drama, dance, visual arts, music, and creative writing. This includes each area of the Arts being taught as an independent discipline as well as the integration of the Arts as methods for teaching and achieving instructional goals in all other academic disciplines (i.e. language arts, mathematics, social studies, reading, science, history, etc.)

RESEARCH RATIONALE:

Research illustrates that students who are highly involved in the arts (music, chorus, drama and visual arts) are more involved in their community, obtain higher grades, perform better on standardized tests, and have a higher reading aptitude than their peers who are not involved in the arts. (Catterall, 1998, 1999.)

Schools that make an effort to incorporate meaningful art activities on a daily basis see academic improvements on standardized tests. After the implementation of the Chicago Arts Partnership in Education, 60% of students performed at or above grade level on their math performance test (prior to the program the students scored at 40%). (Catterall and Waldorf, 1999.)

The arts aid students in gaining skills in expressing ideas, finding meanings in information, exploring scenarios from multiple perspectives, and identifying complex relationships which adds to the learning which takes place in other academic disciplines. (Burton, Horowitz and Abeles, 2000.)

Students who partake in drawing activities to illustrate scientific concepts are more successful in encoding the information and perform better when tested on the concept than students who did not partake in the assigned art activity. (Edens and Potter, 2001.)

The visual arts play a vital role in literacy for elementary students. In a Fayette County Public School (Lexington, KY) class of kindergarten students who were provided a literacy program based on the elements and principles of design, 90% were able to read at or above grade level by the end of the year. (Richards, 2003.)

In 1996, the Daviess County Public Schools district, through community and constituency collaboration, designed a bold and innovative project that could fundamentally change the way students are educated in the future. Based upon the current research that solidifies the concept that brain development plays an integral role in learning, a committee set out to devise curricula to enhance students' learning capacities. From their findings and curriculum strategies, the DCPS board unanimously approved the implementation of Graduation 2010 for the fall of 1997.

In the Kentucky Department of Education, Kentucky Performance Report 2004 for Daviess County, the Accountability Index illustrates: Elementary rose from 84.0 (1999) to 103.1 (2004); Middle School rose from 78.3 (1999) to 90.4 (2004); and High School rose from 74.5 (1999) to 86.3 (2004). Under NCLB Accountability Index, Daviess County met 16 out of 16 target goals in 2004.

References:

Burton, J., Horowitz, R., and Abels, H. (2000). Learning in and through the arts: The question of transfer. *Studies in Art Education*, **41(3)**, 228-257.

Catterall, J.S. (1998). Involvement in the arts and success in secondary school. Washington, DC: *Americans for the Arts*, Monograph Series, No. 9.

Catterall, J.S., Chapleau, R., and Iwanaga, J. (1999). Involvement in the arts and human development. *Champions of Change: The Impact of the Arts on Learning*. Washington, DC: The Arts Education Partnership, The President's Committee on the Arts and Humanities.

Catterall, J.S., Waldorf, L. (1999). Chicago Arts Partnerships in Education, Summary Evaluation as contained in *Champions of Change: The Impact of the Arts on Learning*. Washington, DC: The Arts Education Partnership, The President's Committee on the Arts and Humanities.

Edens, K.E., and Potter, E.F. (2001). Promoting conceptual understanding through pictorial representations. *Studies in Art Education*, **42(3)**, 214-233.

Gorman, Siobhan (2000). Education: How One School System Makes the Grade, Section: Education, Owensboro, KY. *National Journal*.

Kentucky Department of Education, Kentucky Performance Report (Spring 2004). Accountability Trend, Daviess County.

Richards, A.G. (2003). Arts and academic achievement in reading: Functions and implications. *Journal of Art Education*, 56(6), 19-23.

2020 VISION: *Changing the Face of Education in Fayette County*
WORK GROUP: 2020 Arts
FINAL REPORT AND RECOMMENDATIONS

IMPLEMENTATION STEPS FOR RECOMMENDATION #1	PERSON RESPONSIBLE FOR COMPLETING STEPS	POSSIBLE RESOURCES	START DATE	END DATE
Include <i>a regular budget line item for arts education</i> in the comprehensive FCPS annual budget to support full and incremental implementation of an arts education plan.	Superintendent		July 2006	
Hire, in a permanent position, an <i>Arts in Education Director</i> for the district. The role of the Arts Director will include but not be limited to: <ul style="list-style-type: none"> ○ Initial and ongoing implementation of 2020 Vision Arts recommendations ○ Overseeing Arts curriculum development and implementation, ○ Serving as liaison between the FCPS and the arts community and ○ Serving as administrator and member of the School Arts Council. 	Superintendent		Aug 2006	
Hire, in permanent positions, IAKSS <i>Arts in Education staff to include:</i> <ul style="list-style-type: none"> ○ <i>Professional Development Coordinator,</i> ○ <i>Community Outreach Coordinator</i> and ○ <i>Facilities, Resources and Funding Coordinator.</i> 	Superintendent District Arts Director		Aug 2006 On-going	
Hire, in permanent positions, <i>School Arts Coordinator for each school.</i>	District Arts Director Principals		Aug 2007	
Create a <i>School Arts Council</i> to include: <ul style="list-style-type: none"> ○ District Arts Director, administrator/member, ○ School Arts Coordinator, ○ Art and non-art teachers (representatives), ○ Representatives from local arts organizations, ○ Parents and ○ Business leaders. 	Superintendent District Arts Director		Aug 2007 On-going	

<p>Develop and implement a <i>comprehensive, cohesive arts curriculum for every student (pre-K-12)</i> which <u>must</u> include at a minimum:</p> <ul style="list-style-type: none"> ○ Certified (or duly qualified) teachers in each school in <u>each</u> area of the arts. (Note: This precludes any one teacher from being responsible for teaching multiple arts disciplines and precludes the individual arts disciplines being combined to form a consolidated arts course.) ○ Each area of the Arts being taught to each student (pre-K – 8) at least once each week for a full class period (i.e. 45 minutes). ○ Each area of the Arts being available to each student (grades 9-12) at least once each week for a full class period (i.e. 60 minutes). ○ Appropriate facilities to support the instruction in each discipline. ○ Requirement that students and teachers attend district approved professional arts events at least four times each academic year. ○ Requirement that practicing artists be retained to visit classrooms and work with students on a regular basis. ○ Age and ability differentiated curriculum. ○ Arts education for all special needs students, including gifted and talented as well as special education students. ○ Requirement that non-art teachers obtain ongoing, district-approved professional development on integrating the arts to reach educational goals in other disciplines. ○ A plan for providing professional development opportunities on a regular basis to train teachers on how art can <u>help</u> them reach their instructional goals. ○ Requirement that art and non-art teachers work together to develop innovative lesson plans so concepts learned in both art and non-art classes are coordinated and reinforce each other. 	<p>District Art Director with <i>School Arts Council</i></p>	<p>Kentucky Educational Television’s (KET) “Arts Tool Kits”</p> <p>National Standards for the Arts (NSA)</p> <p>Kentucky Department of Education Standards for the Arts (KDE)</p>	<p>2007-08</p>	
--	--	---	----------------	--

Establish a <i>multi-year study</i> to document and report on the effects of an arts-infused curriculum on educational outcomes in the Fayette County Public Schools.	Superintendent District Arts Director		2006-08	

2020 VISION: *Changing the Face of Education in Fayette County*
WORK GROUP: 2020 Arts
FINAL REPORT AND RECOMMENDATIONS

GROUP RECOMMENDATION NUMBER: 2

The implementation steps included with each recommendation are considered mandatory implementation elements critical to fulfillment of the recommendations both individually and collectively.

SPECIFIC RECOMMENDATION:

Develop a permanent, comprehensive Community and Parent Involvement Program that includes:

- Developing partnerships with and among community arts organizations, community businesses and institutions to involve those organizations with the schools and students, encourage school and student support for the Arts and provide a venue for connecting the schools and community through the Arts. Through these partnerships develop programs to include artist residencies, in-school and out-of-school arts experiences/events and after-school arts programs.
- Developing an Arts-focused Family Education and Involvement Program for implementation at each school that encourages student/family, student/teacher and family/teacher interactive experiences.

RESEARCH RATIONALE:

Many parents today are unsure how to help their children learn. (National Commission on Children, 1991.)

Families can help their children both at home and at school. When families are involved in their children's education in positive ways, children achieve higher grades and test scores, have better attendance at school, complete more homework, demonstrate more positive attitudes and behavior, graduate at higher rates, and have greater enrollment in higher education. (Henderson and Berla, 1994.)

Parents benefit as well. They develop a greater appreciation of their role in their children's education, an improved sense of self worth, stronger social networks, and even the desire to continue their own education. They also come to understand more about their schools and teaching and learning activities in general. (Henderson and Berla, 1994.)

Schools that are most successful in engaging parents and other family members in support of their children's learning *look beyond traditional definitions of parent involvement* - participating in a parent teacher organization or signing quarterly report cards - to a broader conception of parents as full partners in the education of their children. Rather than striving only to increase parent

participation in school-based activities, successful schools seek to support families in their activities outside of school that can encourage their children's learning. (Funkhouser and Gonzales, 1997.)

Studies show that school practices to encourage parents to participate in their children's education are more important than family characteristics like parental education, family size, marital status, socioeconomic level, or student grade level in determining whether parents get involved (Dauber and Epstein, 1993.)

Community efforts to strengthen parental involvement can have far-reaching benefits. According to research on this topic, parents who are involved with their children's education are more willing to pay tax money to fund schools. The overall life in a community often improves, and juvenile delinquency may go down. Residents with a greater stake in the community stay longer, and better-educated residents attract higher paying businesses and increase local tax revenue. (Henderson and Berla, 1994.)

Projects need to take advantage of the training, assistance, and funding offered by sources external to schools. These can include school districts, community organizations, public agencies, local colleges and universities, state education agencies. (Funkhouser and Gonzales, 1997.)

Research of school districts across the country has shown that "in districts with strong arts education the community - broadly defined as parents and families, artists, arts organizations, businesses, local civic and cultural leaders and institutions- is actively engaged in the arts politics and instructional programs of the district." This research also shows that these successful districts "seize opportunities to make their programs known throughout the community in order to secure support and funding for them." (Longley, 1999.)

AGL STAGES, an Actors Guild of Lexington program, allows at-risk youth the opportunity to find their voices through playwriting and public performance of their work in a professional environment. AGL STAGES participants are:

- 31% more likely to say they plan to continue education after high school.
- 8 times more likely to receive a community service award.
- 4 ½ times more likely to win an award for writing an essay or poem.
- 3 times more likely to win an award for school attendance.
- 4 times more likely to participate in a science or math fair
- 23% more likely to say they can do things as well as most other people can. (Actor's Guild of Lexington, 2005).

References:

Actor's Guild of Lexington (2005). *AGL STAGES*. www.actorsguildoflexington.org/content/stages.

Dauber, S. L. and Epstein, J. L. (1993). Parents' attitudes and practices of involvement in inner-city elementary and middle schools. *Families and Schools in a Pluralistic Society* (pp. 53-72). Albany: State University of New York Press.

Funkhouser, Janie E. and Gonzales, Miriam R. (1997). *Family Involvement in Children's Education, Successful Local Approaches, An Idea Book*. Policy Studies Associates, Inc. for the Office of Educational Research and Improvement, U.S. Department of Education.

Henderson, A. T. and Berla, N. (1994). *A New Generation Of Evidence: The Family Is Critical To Student Achievement*. Washington, DC: National Committee for Citizens in Education.

Longley, Laura (1999). *Gaining the Arts Advantage: Lessons From School Districts That Value Arts Education*, (pp. 11-13). President's Committee on the Arts and Humanities and Arts Education Partnership.

National Commission on Children, 1991.

2020 VISION: *Changing the Face of Education in Fayette County*
WORK GROUP: 2020 Arts
FINAL REPORT AND RECOMMENDATIONS

IMPLEMENTATION STEPS FOR RECOMMENDATION #2	PERSON RESPONSIBLE FOR COMPLETING STEPS	POSSIBLE RESOURCES	START DATE	END DATE
<p>Hire, in permanent position, IAKSS <i>Arts in Education Community Outreach Coordinator</i>. The role of the Community Outreach Coordinator will include but not be limited to:</p> <ul style="list-style-type: none"> ○ Serving as liaison between the FCPS and the arts community, ○ Developing partnerships with and among community arts organizations, community businesses and institutions, ○ Implementing an Information and Outreach Program to involve businesses, institutions and community leaders in the school district’s arts programs, ○ Establishing and overseeing the Visiting Artist Program, ○ Establishing and overseeing the Family Education and Involvement Program and ○ Developing and overseeing a transportation plan that supports student/family involvement in arts activities/events. 	<p>Superintendent District Arts Director</p>	<p>Local arts organization leaders Local non-profit leaders The Knight Foundation</p>	<p>Aug 2006</p>	
<p>Establish <i>partnerships with community arts organizations</i> that offer regular and varied opportunities for school participation in arts events.</p>	<p>District Arts Director Arts Community Outreach Coordinator School Arts Coordinator</p>	<p>Kentucky Arts Council Lexington Children’s Theater</p>	<p>2007 Minimum of 7 organizations by Aug 2008</p>	

		<p>Living Arts and Science Center (LASC)</p> <p>Lexington Ballet School</p> <p>Bluegrass Youth Ballet</p> <p>Actor's Guild of Lexington</p> <p>Local galleries</p> <p>Singletary Center for the Arts</p> <p>University of Kentucky School of Fine Art</p> <p>University of Kentucky Department of Kinesiology (Dance)</p> <p>University of Kentucky College of Design</p> <p>Kentucky Educational</p>	On-going	
--	--	---	----------	--

		<p>Television's (KET) "Arts Tool Kits"</p> <p>Lexington Arts and Cultural Council (LACC)</p> <p>Lexington Art League</p> <p>Lexington Philharmonic</p> <p>Center for Old Music in the New World</p> <p>National Society for Arts and Letters (NSAL)</p>		
<p>Establish a <i>Visiting Artist Program</i> so that each school has equal access to practicing artists.</p>	<p>District Arts Director Arts Community Outreach Coordinator</p> <p>School Arts Coordinator</p>	<p>Kentucky Arts Council (KAC)</p> <p>Local galleries</p> <p>Lexington Arts and Cultural Council (LACC)</p> <p>Lexington Art League</p>	<p>2006-07</p> <p>20 artists by 2007</p> <p>40 artists by 2008</p> <p>On-going</p>	

		Lexington Philharmonic Center for Old Music in the New World East Kentucky Chapter, American Institute of Architects		
Expand the development of the <i>Calendar of FCPS Arts Events</i> to be distributed throughout the community which lists each school's art fairs and exhibits, musical and theatrical performances and includes major community arts events outside the school district.	District Arts Director School Arts Council School Arts Coordinator FCPS Arts Calendar Coordinator	FCPS Arts Calendar	Fall 2006 On-going	
Establish a <i>Family Education and Involvement Program</i> for implementation at each school. The Program shall include activities and events designed to: <ul style="list-style-type: none"> ○ Foster family support for and involvement in the Arts and Arts education and ○ Encourage interactive learning experiences for students/family, student/teachers and family/teachers. 	District Arts Director Arts Community Outreach Coordinator School Arts Council School Arts Coordinator Principals		2007 – 20 schools 2008 – 35 schools 2009 – all schools On-going	
Establish an <i>Information and Outreach Program</i> designed to involve businesses, institutions and community leaders in the school district's arts programs.	District Arts Director Arts Community Outreach Coordinator		2006 On-going	
Develop a <i>transportation plan</i> that eliminates transportation issues as a barrier for student and family	District Arts Director		2007	

involvement in arts-related activities/events.	Arts Community Outreach Coordinator Arts Facilities, Resources and FundingCoordinator School Arts Council School Arts Coordinator Principals		On-going	
--	--	--	----------	--

2020 VISION: *Changing the Face of Education in Fayette County*
WORK GROUP: 2020 Arts
FINAL REPORT AND RECOMMENDATIONS

GROUP RECOMMENDATION NUMBER: __ 3 __

The implementation steps included with each recommendation are considered mandatory implementation elements critical to fulfillment of the recommendations both individually and collectively.

SPECIFIC RECOMMENDATION:

Develop an Arts Education Professional Development Program for non-art teachers, art teachers and school arts coordinators that provides instruction in:

- How the arts can help reach instructional goals,
- How to integrate the arts into other disciplines,
- How to teach to multiple intelligences and
- How to collaborate on interdisciplinary lesson plans so concepts learned in both arts and non-arts classes are coordinated and reinforce each other.

RESEARCH RATIONALE:

The teacher remains the single most important school-based factor related to student achievement. This central notion is consistent with a large body of research that clearly recognizes the role that professional development plays in the school reform equation - namely that education reform is dependent on professional development of teachers and principals. (Cooper and Jackson, 2005.)

Staff development should be based on the expressed needs of teachers revealed as part of the process of collaborative planning and collegial relationships. (Purkey and Smith, 1983.)

Neither training alone, nor training followed by implementation are sufficient conditions for change. These particular belief and attitude changes occur only when training and implementation are combined with evidence of improved student learning. (Guskey, 1985.)

There is virtually no question that effective staff development programs do change teacher practice. Whether [by] training program... [or] individual inquiry... staff development continues to be a critical element that contributes to teacher effectiveness and school improvement. (Fullan, 1991.)

Sustained improvements in schools will not occur without changes in the quality of learning experiences on the part of those who run the schools. (Fullan, 1991.)

Growing emphasis on lifelong learning is supported by research and evidenced by several current factors. Research has effectively documented the connection between high quality teachers and improved student performance. Research continues to expand the definition of what that means...attempts to...re-establish the role of the teacher as a professional who is central to the teaching/learning process. (Bernard-Powers, 2000.)

Just as independent learners inspire an engaged and effective classroom, teachers who are themselves independent learners inspire vital and engaged learning communities. Classroom teachers have both an easier and enjoyable time teaching when their students are responsible: when students take charge and are self-regulating...Fundamental...is the idea that adults are learners just as are children, and that everyone learns best when there are ongoing opportunities to develop questions, investigate, reflect, apply and share knowledge in real-life contexts. (Bernard-Powers, 2000.)

References:

Bernard-Powers, J., Darling-Hammond, L., Der Ramos, A., Kass, M., LaBoskey, V., and Markowitz, M., et al. (2000). *Principles of high quality teacher development*. San Jose, CA: The Teacher Quality Collaborative.

Cooper, Eric J. and Jackson, Yvette (2005). *The Importance of Professional Development to Unlock the Potential of Students in Urban Settings*, A Response to Virginia Richardson and Patricia Anders.

Fullan, M. (1982). *The Meaning Of Educational Change*. Ontario: OISE Press/The Ontario Institute for Studies in Education.

Guskey, T. R. (1985). Staff Development and Teacher Change. *EDUCATIONAL LEADERSHIP*, 42:7 (57-60.)

Purkey, S. C., and Smith, M. S. (1983). Effective Schools: A Review. *THE ELEMENTARY SCHOOL JOURNAL*, 83:4 (427-453.)

2020 VISION: *Changing the Face of Education in Fayette County*
WORK GROUP: 2020 Arts
FINAL REPORT AND RECOMMENDATIONS

IMPLEMENTATION STEPS FOR RECOMMENDATION # <u>3</u>	PERSON RESPONSIBLE FOR COMPLETING STEPS	POSSIBLE RESOURCES	START DATE	END DATE
<p>Hire, in a permanent position, an IAKSS <i>Arts in Education Professional Development Coordinator</i>. The role of the Professional Development Coordinator will include but not be limited to:</p> <ul style="list-style-type: none"> ○ Create, oversee and schedule teaching of professional development courses, ○ Engage and retain professionals to teach professional development courses, ○ Establish and oversee the Arts in Education Collaborative and ○ Establish and maintain schedule of professional development courses. 	<p>Superintendent District Arts Director</p>		<p>Aug 2006</p>	
<p>Create and conduct <i>professional development courses for non-art classroom teachers</i> to instruct on methodologies and techniques for:</p> <ul style="list-style-type: none"> ○ Attaining instructional goals through the arts and ○ Integrating the arts through cross-curriculum lessons. 	<p>District Arts Director Arts Professional Development Coordinator</p>	<p><u>Teaching:</u> Professional artists SCAPA teachers University Arts Educators</p>	<p>2007 One each for elem., middle and HS 2008 Two - three courses each</p>	

<p>Create and conduct <i>professional development courses for art and non-art classroom teachers</i> on:</p> <ul style="list-style-type: none"> ○ How to collaborate on lesson plans so concepts learned in both arts and non-arts classes are coordinated and reinforce each other, ○ Teaching to multiple intelligences and ○ Attaining instructional goals through the arts. 	<p>District Arts Director Arts Professional Development Coordinator</p>	<p>The Arts Education Partnership (AEP) John F. Kennedy Center for the Arts</p>	<p>2007 One each for elem., middle and HS 2008 Two-three courses each</p>	
<p>Create and conduct <i>professional development courses for school arts coordinators</i> to:</p> <ul style="list-style-type: none"> ○ Expand teaching skills and techniques and ○ Enhance management and outreach skills. 	<p>District Arts Director Arts Professional Development Coordinator</p>	<p>The Arts Education Partnership (AEP) John F. Kennedy Center for the Arts</p>	<p>2007 On-going</p>	
<p>Establish an <i>Arts in Education Collaborative</i> with the Kentucky Department of Education and the universities' teacher training programs that creates requirements for integrating into the teacher training programs instruction on methodologies and techniques for:</p> <ul style="list-style-type: none"> ○ Attaining instructional goals through the arts and ○ Integrating the arts through cross-curriculum lessons. 	<p>Superintendent District Arts Director Arts Professional Development Coordinator</p>		<p>2007 On-going</p>	
<p>Establish <i>schedule of arts-based professional development courses</i> and <i>require all teachers to attend</i> a specified number of courses each academic year.</p>	<p>District Arts Director Arts Professional Development Coordinator</p>		<p>2007 On-going</p>	

2020 VISION: *Changing the Face of Education in Fayette County*
WORK GROUP: 2020 Arts
FINAL REPORT AND RECOMMENDATIONS

GROUP RECOMMENDATION NUMBER: 4

The implementation steps included with each recommendation are considered mandatory implementation elements critical to fulfillment of the recommendations both individually and collectively.

SPECIFIC RECOMMENDATION:

Adequate and appropriate facilities, teaching materials and other capital resources must be available to each school so that the arts can be taught, created and produced to maximize results of the arts-infused curriculum.

RESEARCH RATIONALE:

The single most critical factor in sustaining arts education in their schools is the active involvement of influential segments of the community in shaping and implementing the policies and programs of the district. (Longley, 1999.)

In virtually every district with strong arts education, resources from the community or other sources supplement the regular district arts education and supplies and the like. Personnel in these districts are entrepreneurial in their search for these supplemental funds and, in the strongest districts, treat that quest as a regular part of their professional responsibility. Fundamental support must come from the regular school district and school budget, but the strongest districts further enliven their programs with these supplemental funds. (Longley, 1999.)

Policies, mandates, and funding from the state or national levels will not of themselves forge the community/school consensus required for district-wide arts education. But committed leaders in districts examined in this study marshaled such forces to strengthen the consensus to support policies and programs in the schools. National and state standards for arts education, state education reform movements, federal funding for general school improvement or targeted programs or populations all were used to support and advance the arts education agenda in these districts. Similarly, support from private foundations has served to stimulate reform efforts in a number of the districts examined. System-wide implementation, however, required intense community involvement and consensus. (Longley, 1999.)

...the strongest districts actively encourage the use of arts assessment techniques for improving student, teacher, and administrative performance... What researchers observed in these districts was the disposition to reflect on and improve practice that is central to improving artistic achievement. (Longley, 1999.)

To be effective... engage community leaders and resources. (Fisk, 1999.)

As the students progressed, they began to see themselves as professional dancers or musicians. Their love of performing, both for themselves and in front of an audience, further energized them to act like professional artists. (Oreck, Baum and McCartney, 1999.)

The study also identified the following conditions as essential to acting as practiced by the company and as a mode of learning... Opportunities to perform for witnesses (artist-teachers, fellow cast members, classmates, audiences). (Seidel, 1999.)

What are the qualities of the artist-teachers of Shakespeare & Company? They have access to "experts" – fight directors, technical directors, sound, light, and costume designers, and dance instructors. (Seidel, 1999.)

The study further identified conditions that are important to...the success of efforts to support replications/adaptation. Those conditions are: supportive local organizations (theaters, arts agencies, and schools, for example) to insure that the individuals who commit to this work are given institutional support; a community of artists and educators with an inclination toward this kind of work; a community with an interest in the arts and arts educations, one which will value and support innovative arts programs; financial support, both for the new program and for a continued relationship with Shakespeare & Company staff. (Seidel, 1999.)

All of the school district administrators expressed the belief that the arts are essential to the education of children. They cited many positive effects of the Learning Through the Arts Program on schools, teachers, children, and parents. The administrators referred to budget constraints and lack of expertise as chronic barriers to the presence of more arts in schools. They commented that the success of the program was beginning to influence other administrators and politicians to take a proactive and public stance in favour of the arts in education. (Upitis and Smithrim, 2003.)

The Task Force also recommends creating an equitable, system-wide funding mechanism with a budget of \$88 per child for arts discipline instruction, and \$40 per child for arts infusion into other curriculum areas. Art supplies will be an additional \$15 per child. The task force recommends working with a consortium of Boston funders to create polled funds to support various partnership and special initiative projects. (Oddleifson, 1995.)

Another model is one operating in Chicago called the Chicago Arts Partnership in Education (CAPE) funded by Marshall Field's, and the MacArthur Foundation, among others. Planning grants of \$60,000 were made available to Chicago schools, and operating grants of \$30,000 per year for six years for implementation. (Oddleifson, 1995.)

... the Province of Saskatchewan has developed an entire curriculum, K-9, for the visual arts, music, theatre, and dance that can be taught either by the general classroom teacher, or the specialist... The costs of designing and implementing this program in Saskatchewan have been modest. The startup cost of developing the curriculum was approximately \$60 per student, and teacher training, \$1,000 per teacher. Implementing the curriculum through the use of specialists is estimated to cost \$200 per student if the general classroom teacher is asked to teach it. (Oddleifson, 1995.)

References:

Longley, L. (1999). *Gaining the Arts Advantage: Lessons From School Districts That Value Arts Education*, 11-16, President's Committee on the Arts and the Humanities and Arts Education Partnership.

Fisk, E. B. (1999). *Champions of Change: The Impact of the Arts on Learning*. x-xi. Washington, DC: The Arts Education Partnership, The President's Committee on the Arts and Humanities.

Oreck B., Baum S., and McCartney H. (1999). Artistic Talent Development for Urban Youth: The Promise and the Challenge. *Champions of Change: The Impact of the Arts on Learning*. 76. Washington, DC: The Arts Education Partnership, The President's Committee on the Arts and Humanities.

Seidel, S. (1999). Stand and Unfold Yourself. *Champions of Change: The Impact of the Arts on Learning*. 88-90. Washington, DC: The Arts Education Partnership, The President's Committee on the Arts and Humanities.

Upitis, R., Smithrim, K. (2003). *Learning Through the Arts: Final Report to The Royal Conservatory of Music*, 47.

Oddleifson, E. (1995). *Boston Public Schools As Arts-Integrated Learning Organizations; Developing a High Standard of Culture for All*. 14-15.

2020 VISION: *Changing the Face of Education in Fayette County*
WORK GROUP: 2020 Arts
FINAL REPORT AND RECOMMENDATIONS

IMPLEMENTATION STEPS FOR RECOMMENDATION # <u>4</u>	PERSON RESPONSIBLE FOR COMPLETING STEPS	POSSIBLE RESOURCES	START DATE	END DATE
<p>Hire, in a permanent position, IAKSS <i>Arts in Education Facilities, Resources and Funding Coordinator</i>. The role of the Facilities, Resources and Funding Coordinator will include but not be limited to:</p> <ul style="list-style-type: none"> ○ Seeking grant opportunities and alternative funding opportunities to support Arts in Education programs and activities, ○ Grant and proposal writing, ○ Oversight of grant and funding programs, ○ Establishing and ensuring compliance with baseline facilities requirements and ○ Establishing and overseeing the <i>Arts for Kids Booster Program</i>. 	<p>Superintendent District Arts Director</p>	<p>The Knight Foundation</p>	<p>Aug 2006</p>	
<p>Establish <i>baseline facilities requirements</i> for teaching and performance of the arts in each school. Minimum requirements must include adequate and appropriate:</p> <ul style="list-style-type: none"> ○ Classroom space for each arts discipline, ○ Storage for arts materials, tools and equipment and ○ Performance, presentation and display space. 	<p>District Arts Director Arts Facilities, Resources and Funding Coordinator</p>		<p>2007</p>	<p>2010</p>

<p>Develop an <i>Arts for Kids Booster Program</i> for implementation at each school to generate funds, provide volunteer services/opportunities and cultivate community awareness and support for arts in the schools. Each school “chapter” will be established as a non-profit entity.</p>	<p>District Arts Director Arts Facilities, Resources and Funding Coordinator School Arts Coordinator</p>		<p>2007 On-going</p>	
<p>Endorse the proposed <i>arts center at SCAPA Bluegrass and SCAPA Lafayette</i>.[*] Pursue the construction of outstanding arts facilities throughout the district of a quality commensurate with the proposed arts center at the SCAPA campus.</p> <p>[*]Proposal for the SCAPA Bluegrass and SCAPA Lafayette Arts Center is attached as Exhibit A.</p>	<p>Superintendent District Arts Director</p>	<p>Parents Businesses Foundations Grants State/local school revenues</p>	<p>2006 On-going</p>	<p>2012</p>
<p>Ensure that all future school construction projects, new or remodeled, shall meet the minimum (baseline) facilities requirements outlined herein.</p>	<p>Superintendent</p>		<p>2006</p>	<p>On-going</p>