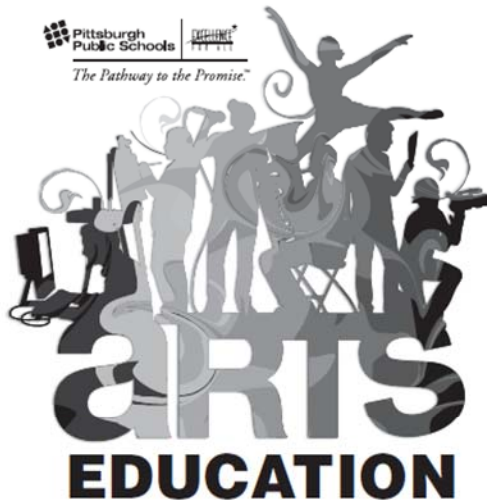




The Pathway to the Promise.™

CIPD: Arts Education
Mario Rossero, Senior Program Officer



November 15, 2011 Education Committee

Moving Towards a More Equitable Arts Education Model

Overview of Presentation

- **Arts Education Vision**
- **Improving Arts Learning Study**
- **Recommendations-Outcomes-Progress**
- **Plan for Equity and Access**
- **Next Steps**

Arts Education Vision

The transformation of the current Arts Education program will improve student achievement, attendance and graduation rates by engaging students in an integrated, equitable, and culturally responsive artistic study that provides a new lens to understand their school, community and the world. Students will act as artists, learning about and expressing themselves creatively through art.

PPS's Arts Education program will also provide an opportunity to expand reciprocal partnerships with local organizations that will leverage the strong arts community of Pittsburgh and bring the creativity of the city into the classroom.

Improving Arts Learning Study

Timeline:

- 2008-2009: **Improving Arts Learning Study** conducted
- January 2009: Results of study shared with the Board
- Spring 2009: Arts Working Groups and 6 Recommendations
- December 2009: Presentation to the Board of the 6 Recommendations
- Spring 2010: Grant proposals to Heinz and Grable awarded for funding of 1 Music and 1 Visual Art Coach positions
- Summer 2010: Senior Program Officer, Arts Education and Visual Art and Music Coaches hired
- Aug 2010-Present: Arts Advisory Committee formed, on-going monthly meetings

Overview of Arts Learning Study

- Provided understanding state of arts education at PPS
 - Conducted by Arts Education Collaborative (AEC) and RAND over 9 months (2008-09)
 - Funded by the Heinz and Grable Foundations
 - Designed in concert with district leadership
 - Focused on in-school programming
- Looking at equity and access in the visual arts, music, dance, and theatre

6 Study Recommendations

1. Curriculum

2.
Professional
Development

3. Provision

4. Personnel

5.
Partnerships

6. Educational
Delivery
Model

Recommendation 1: Curriculum

Recommendations	Anticipated Outcomes	Progress to Date
<ul style="list-style-type: none">Develop and implement an articulated, standards-based PreK-12 arts curriculum in dance, music, theatre and visual arts that is culturally responsive	<ul style="list-style-type: none">Consistent arts instruction across the districtEquitable access to rich content for all studentsAssessment aligned to learning objectives	<ul style="list-style-type: none">PreK-12 Visual Art and Music Curriculum written and being implemented (estimated \$50,000)Resources purchased (estimated \$430,000 in 2011)Proposed evaluation study

1. Curriculum: PA Academic Standards for the Arts and Humanities

PA Academic Standards for the Arts and Humanities	Big Ideas (PPS Arts Curriculum)
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts	I. The skills, techniques, elements, and principles of the Arts can be learned, studied, refined, and practiced.
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts	II. Artists use tools and resources, as well as their own experiences and skills, to create art.
9.2. Historical and Cultural Contexts	III. The Arts provide a medium to understand and exchange ideas.
9.2. Historical and Cultural Contexts	IV. People have expressed experiences and ideas through the Arts across time and cultures.
9.3. Critical Response 9.4. Aesthetic Response	V. There are formal and informal processes used to determine the quality of works in the Arts.
9.3. Critical Response 9.4. Aesthetic Response	VI. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

1. Curriculum: Cultural Responsive Arts Education (CRAE)

Seven CRAE Themes

1. Employ Arts of African Diaspora
2. Partner with artists to develop instructional climate that promotes positive racial identity
3. Develop leadership qualities within children
4. Forge collaboration among arts specialists, teaching artists and teachers of other core subjects
5. Employ artists in connecting to and developing relationships with families
6. Engage artists in building relationships between children and their schools
7. Encourage relationships with community

Curriculum Connections

- CRAE Exemplars: Collaborating with CRAE Teaching Artists to create culturally relevant exemplars for Visual Art and Music
- Professional Development for Arts Educators with CRAE Teaching Artists
- CRAE, Year Two Recommendations:
 - Encourage and train students to develop ownership, set goals, self-organization, make choices, make team and group decisions, and manage time more effectively (leadership skills).
 - Support artists (and teachers) in selecting/training of African arts and culture-related materials to be incorporated into their lessons.

Recommendation 2: Professional Development

Recommendations	Anticipated Outcomes	Progress to Date
<ul style="list-style-type: none">• Develop an arts education professional development plan for multiple audiences• Create a system to identify professional development needs and providers (internal and external)	<ul style="list-style-type: none">• Improved instructional knowledge and practice resulting in increased student achievement• Improved community satisfaction and endorsement of arts programming	<ul style="list-style-type: none">• 2010-11: 98 hrs of needs-based PD• 2011-12: 95 hrs of curriculum-focused PD• Collaboration with Community Arts Partners, ie: The August Wilson Center hosted a January 2010 PD led by a host of local arts partners

Recommendation 3: Provision

Recommendations	Anticipated Outcomes	Progress to Date
<ul style="list-style-type: none">• Identify scheduling options to meet the surveyed needs of schools• Recommend guidelines to ensure culturally responsive arts education for each student	<ul style="list-style-type: none">• Equitable implementation of arts education in PPS• Students have access to culturally responsive arts education	<ul style="list-style-type: none">• Scope and Sequence identifies clear learning outcomes at each grade level• CRAE teachers and teaching artists serve as advisors for culturally responsive curriculum exemplars and training• Hired CRAE Teaching Artist as a consultant to project manage the CRAE program and contribute to infusion of CRAE into K-12 curriculum.

Recommendation 4: Personnel

Recommendations	Anticipated Outcomes	Progress to Date
<ul style="list-style-type: none">• Provide personnel to ensure<ul style="list-style-type: none">• Sequential arts education• Integrated arts programming• Provide access to music and visual arts specialists in all schools• Develop a process to support PE and English/language arts teachers with teaching artists	<ul style="list-style-type: none">• All students have access to certified visual arts and music specialists• District and school-based arts leadership teams supporting and evaluating arts programming	<ul style="list-style-type: none">• July 2010: Hired Mario Rossero, Senior Program Officer for Arts Education, Angela Abadilla, Music Coach, and Jody Guy, Visual Art Coach• 2010-11: More than 100 observations completed• 2011-12: PPS Secondary School Principals and Students are hosting monthly Arts Education Advisory Committee meetings

Recommendation 5: Partnerships

Recommendations	Anticipated Outcomes	Progress to Date
<ul style="list-style-type: none"> • Develop partnerships to promote equity, student engagement and learning • Establish process and tools to assist arts organizations to link with schools • Establish process for teacher/partner to document planning, preparation and assessment 	<ul style="list-style-type: none"> • Increased student engagement • Equitable access to rich content • Increased knowledge and access to community resources • Strengthened community endorsement of arts education 	<p>Long-term Partnerships:</p> <ol style="list-style-type: none"> 1. Arts Education Collaborative 2. Manchester Craftsmen's Guild 3. Heinz Endowments* 4. Grable Foundation* 5. Buhl Foundation 6. Carnegie Museum of Art 7. The Children's Museum 8. The Pittsburgh Opera 9. The Pittsburgh Symphony Orchestra 10. Carnegie Mellon University <p>New/Expanding Partnerships:</p> <ol style="list-style-type: none"> 1. Saturday Light Brigade 2. Gateway to the Arts 3. The Andy Warhol Museum 4. The August Wilson Center 5. River City Brass 6. Pittsburgh Cultural Trust <p><i>*support of Visual Art and Music Coach positions</i></p>

Recommendation 6: Educational Delivery Model

Recommendations	Anticipated Outcomes	Progress to Date
<ul style="list-style-type: none"> All students have standards-based learning experiences <ul style="list-style-type: none"> PreK-8 dance, music, theatre, and visual arts minimum of once per week 9-12 access to each of the four art forms-arts considered as part of academic and career development electives for graduation Initiate district level Arts Leadership Team to implement recommendations and provide ongoing evaluation 	<ul style="list-style-type: none"> Increased student engagement Improved instructional knowledge and practice Equitable access to rich content 	<ul style="list-style-type: none"> Arts Curriculum provides a roadmap for the Arts in PPS and obvious in-roads for partners to align programming Arts Education Advisory Committee meets monthly to review/guide progress Arts Education Teachers included in RISE process September 2011: RISE tools and process developed for CAPA adjuncts (over 70 positions)

Arts Education Plan for Equity and Access

Successful implementation of “6 Recommendations” meets our priority of providing equitable and accessible Arts Education to all students.

To achieve this goal, the following actions are proposed:

A) Set a Baseline*

Create a district plan for amount of Arts Education in each school based on district curriculum.

B) Educational Delivery Model for Arts Education

Create a staffing model for staffing arts educators that supports access and equity.

C) Maximize Investments and Partnerships

Leverage *current and future* district investments and partnerships to best support implementation of the Arts Education Vision.

*Starting with Visual Art and Music

Why Set a Baseline for Arts Education?

By capitalizing on the District's current investment and by setting a baseline expectation for our *Educational Delivery Model* we can address existing inequities and provide a rigorous Arts Education to all students.

Current Investment	Current Inequities	Impact
Arts Education Teachers: <ul style="list-style-type: none"> • 69.5 Visual Art Teachers (certified) • 49.8 Music Teachers (certified) • 15.5 Instrumental Music Itinerants (centrally based) 	Lack of equity access for all: <ul style="list-style-type: none"> • Not every school offers Visual Art and Music (General and Instrumental) • Varying lengths of class time • Varying frequency of classes 	<ul style="list-style-type: none"> • Arts Education positions will be maximized for 2012-13 in order to reach every student • Instrumental Itinerant positions will no longer be funded • Use of discretionary funds to purchase additional positions will aid in minimizing staffing impact

Educational Delivery Model (October 20, 2011 presentation):		
Schools with:	Current	Proposed for 2012-13
Visual Art Offerings	54/59	52/52
Music Offerings	56/59	52/52

Proposed Standards for Allocation of Related Arts Teachers (10-20-2011)

K-5, K-8, & 6-8 Schools:

Moving to model where all students receive at least one day a week, every grade K-8, of:

- **Visual Art**
- **Music:** every child will receive instrumental music as part of general music instead of travelling itinerant music teachers serving only selected students (see details in forthcoming slides)

6-12 and 9-12 Schools:

- **Moving from current state where not all secondary schools have multiple world languages, AP or IB classes, and both music and visual art to:**
 - All schools will have **at least 2 world language offerings**
 - All schools will have **Advanced Placement offerings**
 - All schools have **visual art and music classes**
 - **Other existing District electives available to schools based on significant course requests from students**

K-5 Recommended Baseline

	General Music	Vocal	Instrumental	Visual Art
K-5	<p>Time:</p> <ul style="list-style-type: none"> • 1 period • Once/week • Year-long <p>Offerings:</p> <ul style="list-style-type: none"> • General Music Theory • Vocal/Choir • Recorders for grades 3 and 4 	Included in General Music	<p>3rd and 4th -Recorders included in General Music</p> <p>5th-Daily Instrumental period included in General Music Teacher's schedule.</p> <p>Time:</p> <ul style="list-style-type: none"> • 1 period • One per day as needed • Year-long • Grouped according to ensemble type (instrument and ability level) • Can utilize rotational schedule 	<p>Time:</p> <ul style="list-style-type: none"> • 1 period • Once/week • Year-long

6-8 Recommended Baseline

	General Music	Vocal	Instrumental	Visual Art
6-8	<p>Time:</p> <ul style="list-style-type: none"> • 1 period • Once/week • Year-long <p>OR</p> <ul style="list-style-type: none"> • 1 period • Everyday • Nine week rotation 	Included in General Music	<p>Daily Instrumental period included in General Music Teacher's schedule.</p> <p>Time:</p> <ul style="list-style-type: none"> • 1 period • One per day as needed • Year-long • Grouped according to ensemble type (mixed age groups by instrument and ability level) • Can utilize rotational schedule 	<p>Time:</p> <ul style="list-style-type: none"> • 1 period • Once/week • Year-long <p>OR</p> <ul style="list-style-type: none"> • 1 period • Everyday • Nine week rotation

9-12 Recommended Baseline

	General Music	Vocal	Instrumental	Visual Art
9-12	<ul style="list-style-type: none"> General Music Music History and Appreciation Understanding Music <p>Time:</p> <ul style="list-style-type: none"> 5 days/week For semester or year 	<ul style="list-style-type: none"> Choir <p>Time:</p> <ul style="list-style-type: none"> 3-5 days/week Year-long 	<ul style="list-style-type: none"> Band <p>Time:</p> <ul style="list-style-type: none"> 3-5 days/week Year-long Strings <p>Time:</p> <ul style="list-style-type: none"> 3-5 days/week Year-long 	<ul style="list-style-type: none"> Jewelry Ceramics/Sculpture Visual Arts Art History Photography/Digital Media (from levels I-IV) <p>Time:</p> <ul style="list-style-type: none"> 3-5 days/week For semester or year
<ul style="list-style-type: none"> At least 1 Visual Art and 1 Music course per student in grades 9-12 In Music, students are encouraged to choose a path and grow their practice In Visual Arts, students are encouraged to experiment with multiple disciplines New courses to be developed, ie: digital media, mixed media, etc... 				

Instrumental Music

How do we create a systematic plan for instrumental music instruction in elementary, middle, and high school?

- **Set Instrumental Instruction Baseline in Schools:**
 - 3 & 4: Recorders in General Music
 - 5-8: Instrumental periods taught by General Music Teacher
 - 9-12: Electives, ensembles, band, and All-City
- **Saturday Centers for Musically Talented: Re-visioning MOU with River City Brass**
 - Initial MOU: 2 years with minimum of 100 seats, up to 300 max
 - Year One at no cost to district students (potential for introduction of fee-based structure starting in Year Two)
 - Offerings:
 - Bridge Band (5-8)...includes woodwinds and percussion as well
 - Youth Brass Band (9-12)...includes woodwinds and percussion as well
 - Strings (5-12)...includes violin, viola, cello, and bass
 - Gospel Choir (5-12)
- **Summer Band Camp: New Strategy**
 - Home/Local Camps in lieu of Away/Residential Camp
 - Development of Band Boosters at each high school

Overall Snapshot: Music and Visual Art

General Music

K-5: 1 period,
once/week

6-8: 1 period, once/week or
everyday for 1quarter

9-12: electives

Instrumental

3&4:
Recorders
in General
Music

5-8: General
Music Teacher
has rotating
instrumental
classes

9-12: Electives:
band and
ensembles

System created
from 3rd-12th to
build and sustain
HS Bands (feeder
patterns and
recruitment)

Vocal

K-5: included in
General Music

6-8: included in
General Music

9-12: electives

Visual
Art

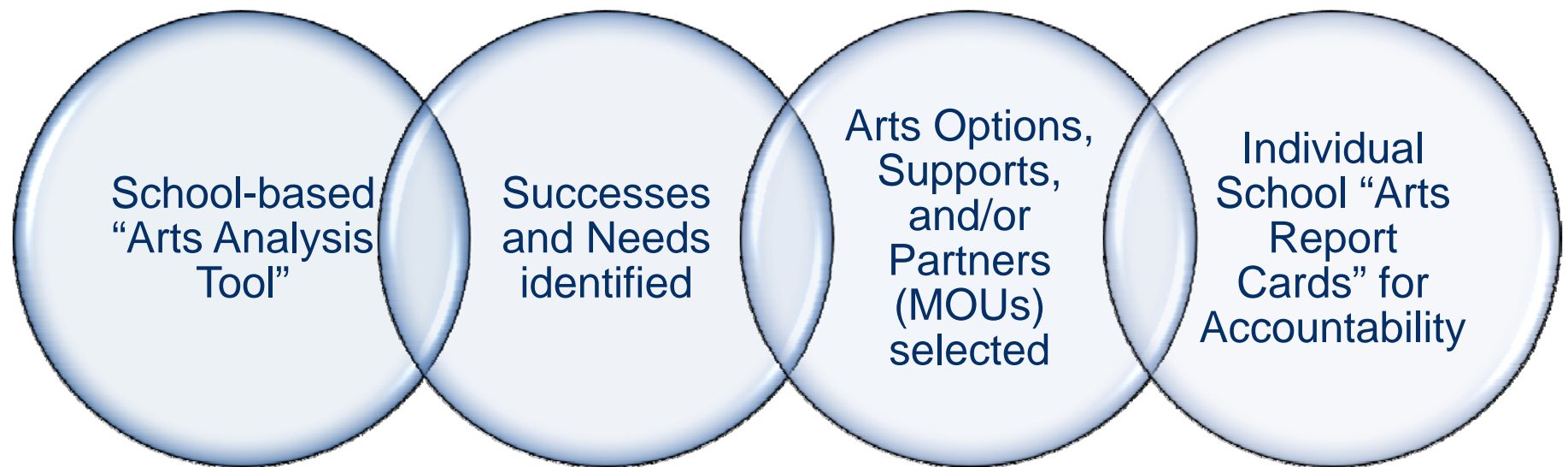
K-5: 1 period,
once per
week

6-8: 1 period, once per
week or every day for
1quarter

9-12 electives: Jewelry ,
Ceramics/Sculpture, Visual Arts , Art
History, Photography,/Digital
Media(from levels I-IV)

How to Maximize Investments and Partnerships?

Through multiple strategies, we are creating partnerships and MOUs with local arts organizations to address identified District needs in the Arts, so that every student has access to every art form.



We are very fortunate to be located in a cultural hub like the City of Pittsburgh. Through formal and informal partnerships with such a generous and invested community of arts organizations and institutions we are able to offer opportunities for a robust arts experience for every student.

3-Year Budget Comparison

Items	2010-11	2011-12	2012-13 (anticipated)
Centers	\$122,445	\$0	\$0
Manchester Craftsmen's Guild	\$269,000 (289 students, 9-12)	\$134,500 (from last contract)	\$0
Summer Band Camp (allocated)	\$93,249.04 (room and board: \$44,249.04)	\$50,000 (Transportation, Directors, and Food)	\$50,000 (Transportation, Directors, and Food)
Carnegie Museum of Art: "The Arts Connection"	\$10,000 (100 students, 5-9)	\$10,000 (100 students, 5-9)	\$10,000 (100 students, 5-9)
All-City Band Fest	\$2400	\$2400	\$2400
All-City Art/Music	\$21,558.74	\$23,000	\$23,000
Professional Development	\$28,800 Aug 2010-Jun 2011	\$28,800 Aug 2011-Jun 2012	\$28,800 Aug 2012-June 2013
Curriculum Writing*	\$50,000 (Visual Art and Music)	\$11,660 (Dance/PE)	\$15,000 (Theater)
Textbooks and Resources*	\$430,000	\$150,000	\$130,000
Staffing (\$99,528 salary and benefits)	\$11,536,115.20 (121.30) (\$95,104 salary and benefits)	\$11,643,317.00 (119) (\$97,843 salary and benefits)	\$10,002,564.00 (100.5) (\$99,528 salary and benefits)
Music Itinerants	\$1,474,112.00 (15.5)	\$1,516,566.50 (15.5)	\$0
Total Non-Staffing	\$547,452.78	\$248,700.00	\$114,200.00
Total with Staffing	\$13,557,679.98	\$13,408,583.50	\$10,116,764.00

*these amounts are not included in total as they fluctuate and are not long-term annual costs

Arts Education Plan for Equity/Access: Next Steps

1. Set a Baseline

Vet for buy-in/feedback,
especially
scheduling options for
Instrumental Music

2. Implement Educational Delivery Model



3. Maximize Investments and Partnerships

Develop “Arts Self Analysis” tool, “Arts Report Card,”
and continue MOU process