

Staffing: Qualified Teachers and Administration Personnel

Successfully implementing effective arts education programs requires qualified, prepared, and informed district- and school-level administrators, and qualified and well-prepared teachers and staff. District superintendents, arts coordinators, resource teachers, counselors, and support staff that are informed and knowledgeable about arts education provide necessary and effective administrative and fiscal support. District- and site-level administrators provide leadership, thoughtful evaluation, and professional support of arts educators. As advocates of high-quality arts education for all students, understanding of the structure, differing needs, and nature of authentic learning in dance, media arts, music, theatre, and visual arts is critical. Administrators should be attentive to student-to-teacher ratios in arts classes in order to provide a safe learning environment for students to achieve the standards.

The California *Education Code* requires arts education to be implemented by credentialed teachers throughout a student's TK–12 experience. This may be accomplished through varied combinations of multiple-subject, single-subject, and career technical education teachers. California has single-subject K–12 credentials in music and visual arts. In 2016 the California Legislature and governor addressed the 46-year dance and theatre credential gap—which was caused by the elimination of dance and theatre through the Ryan Act in 1970—by signing into law Senate Bill 916. Senate Bill 916 added K–12 single-subject credentials in dance and theatre. Multiple-subject elementary classroom teachers have a specific credential and added authorization requirements that include some preparation in arts education and are different than those required for a single-subject K–12 dance, music, theatre, or visual arts credential. The multiple-subject teaching credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, preschool, TK–12, or in classes organized primarily for adults. As such, multiple-subject credentialed teachers are certified to teach the arts within their contained classroom. As discussed earlier in this chapter, gaps in multiple-subject teachers' arts education preparation can be addressed through ongoing professional learning that expands their capacities in standards-based arts teaching. There are numerous district approaches for delivery models including both single- and multiple-subject teachers being responsible for providing arts instruction, as well as approaches that rely on a multiple-subject teacher as the sole provider of arts instruction.

In all effective approaches, arts educators are recognized as part of the school community and equal members in providing students with a well-rounded education. They are supported in the same manner as teachers of other content areas, with resources and materials necessary to teach the arts, and with ongoing professional learning. It is paramount that arts educators be included and invited to contribute as equal members in district and school efforts, initiatives, and decisions.