

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

Department Name: Arts & Enrichment (a sub department of Curriculum & Instruction)

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Department Purpose

What does the department do?

The Arts & Enrichment Department, in collaboration with the District Arts Team/Community Arts Team (DAT/CAT), and the department of Curriculum, Instruction & Professional Development (CIPD), works with students, teachers, parents, and administrators to ensure that an enriching experience in the arts is a vital and indispensable part of a comprehensive PUSD education for all students. It also ensures that students' gifts are identified, supported, and developed to reveal the potential of talent.

Department Services

What is a general list of services that your department provides?

- Coordination & implementation of GATE identification process
- Provide PD & instructional framework for GATE & ARTS
- Parent advisory and education meetings for GATE
- Coordination of district wide arts & enrichment events (festivals, Math Field Day, No Boundaries, etc)
- Collaboration with community partners in programming (My Masterpieces, Open Stage, etc)
- Support staffing and equity in programming across art forms for all schools
- Evaluate elementary music teachers
- Purchasing, hiring, and budget management for arts funding (district, grants, PEF, ELO)
- Professional growth for #artslead teachers at each elementary
- Support after school arts programming in all secondary schools
- Materials and programming for elementary arts programs
- Facilitation of DAT/CAT & other community meetings
- Implementation of [5 year Strategic Arts Plan](#)
- Coordination of K-12 arts curriculum and field trips (My Masterpieces, Theatre & Dance Explorations, PUSD curriculum drive)

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

- Teacher Space Workshops for Creative Wellbeing
- Coordination of All Star Band & partnership with the Tournament of Roses

Total Department Budget

What is your department's total budget?

The total department budget is \$1,794,719.

Note:

\$908,267 - LCAP S&C (\$739,967 is salary & benefits for coordinator, elementary music teachers and partial program assistant)

\$438,000 - ELO

\$51,500 - other grants (LA County & NOVO SEL)

\$396,952 - PEF (grants and foundation gifts)

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

Prior Year Reflection

This section of the department plan reviews the intent of prior department plans and the successes/challenges encountered while implementing the planned actions. This portion of the plan summarizes key learnings that inform the planning for the current year.

Prior Year Intended Outcomes

What did your department plan set out to achieve during the prior year?

#1: By May, 2021, we will address disparity in GATE demographics by examining equitable identification processes and support services, consistent with current research and scholarship, to identify potential in underrepresented groups. With an equity lens, we will examine and adapt our tools for alternative identification. We will focus efforts on teacher and administrator professional development in the use of the tool, GATE characteristics, and pedagogy for underrepresented populations.

#2: By May, 2021, 14 #artslead teachers will have engaged in a PLC to build capacity in our PUSD arts curriculum and instructional practices in the five art forms in order to share best practices with their school community. The implementation of these practices will have a positive effect on attendance, social emotional connection, engagement, and content attainment.

#3 By May 2020, elementary and secondary music teachers will build capacity in music technology systems with the implementation of online tools for recording, mixing, notation, composition, and sight reading. The implementation of these programs, along with small group sectional lessons, will equitably support the musicianship and social emotional connection of our students during distance and hybrid learning.

#4 By May, 2021, we will support secondary teachers in inquiry based instruction in order to build capacity in arts integrated healing informed practices. This collaboration will support the creative elements of our senior defense and graduate profile, and improve student attendance and engagement.

PASADENA UNIFIED SCHOOL DISTRICT 2021-22 DEPARTMENT PLAN

Prior Year Achievement

Did the department achieve what it had outlined? How do you know?

The department did achieve what it had outlined in 2020-21. Metrics and key indicators are outlined in the [Arts Enrichment 2021-22 Department Performance Goals](#) document.

Prior Year Successes, Challenges, and Learnings

What successes, challenges, and learnings should be highlighted from the prior year?

The GATE Equity Focus Group met regularly and worked through the continuous improvement cycle to realign identification strategies to be implemented in 2021-22. We also identified key opportunities for teacher learning and developed a plan for implementation of PLCs for GATE at specific high needs sites. As we pivoted to distance learning, over 100 teachers engaged in ~1100 hours of PD sessions provided by experts from USC, the California Association for the Gifted, and the National Association for Gifted Children.

Through collaboration and creativity, and with deep empathy for our students and families, arts teachers pivoted to distance learning. Through the early integration of cutting edge music technology tools (we piloted Quaver and MusicFirst starting in April), teachers were able to shift their performance based curriculum to one that focuses more on theory, site reading, history, and composition, thus engaging the students through a unique lens. Our elementary students all received art kits at the beginning of the year, and #artslead teachers engaged in just in time PD monthly to share with their teachers and implement with students online.

With these successes also came challenges. The students need to sing, play, and create together, as is the goal of performance based classes in theatre, dance, and music was difficult to meet. Some students experienced great loss and mental health challenges by not being a part of this essential social and academic component of their secondary experience. Another challenge in elementary was the lack of the instrumental program. These two factors lead to lower numbers in band and orchestra in our secondary schools for 21-22.

Another success was the implementation of Creative Wellbeing teacher spaces and professional development. We offered 10 “Teacher Space” workshops, along with PD sessions in healing informed arts integration. We also collaborated with Young & Healthy to develop the “From Trauma to Healing” PD session. To date, over 400 teachers have participated in Creative

PASADENA UNIFIED SCHOOL DISTRICT 2021-22 DEPARTMENT PLAN

Wellbeing in one form or another over the past year. We also completed virtual teaching artist residencies in 5 secondary classes (example lesson plan) to support high school history and science teachers in integrating creativity into their instructional practices. Both of these programs will continue in the 21-22 school year thanks to the ongoing partnership with the LA County Department of Arts & Culture and the Arts for Healing and Justice Network. We are one of three partner districts across the county for this initiative.

A challenge was the limitation of opportunity to embed teaching artists and community partner integration in our schools and programs. For example, the My Masterpieces program (K-6), the Theatre & Dance Explorations Program (TK-2), and the Open Stage Program (6-8) all had to be reinvented for hybrid or virtual options, so the students didn't have as many 1-1 experiences with the cultural institutions and artists in our community. We are proud that every student had the opportunity for a version of [these programs](#) and our community partners stepped up to do everything they could to make it as interactive as possible.

PASADENA UNIFIED SCHOOL DISTRICT 2021-22 DEPARTMENT PLAN

Current Year Priorities

This section of the department plan provides a summary of the identified needs that are prioritized for informing the department plan's actions for the current year.

Data and Information Used for Plan Development

What data did you consider when developing this plan?

- Student enrollment in arts courses
- Feedback from teachers and stakeholders
- End of year surveys

Stakeholder Engagement/Input

What stakeholder engagement or information was used to inform this plan?

Music Teachers meetings to define priorities
2018-2023 Arts Strategic Plan - developed with District Arts
Team/Community Arts Team
GATE Equity Focus Group

Key Data Findings/Information for This Plan

Based on data analysis and stakeholder information, what key data findings are considered in the development of this plan?

- decreased enrollment in performing arts courses due to disengagement during distance learning
- disproportional representation in initial GATE identification. More proportionality in secondary review process
- embedding teaching artists with teachers provides positive outcomes for both teacher growth and student learning

Current Plan Priorities

Based on the key data findings, what needs emerged from your Department's root cause analysis, and which of these needs are given priority for this planning cycle?

In the arts, our main focus is the reengagement of students in school by connecting them through an art form. In order to do this, we need to look at ways to support the teachers through the curriculum and instructional practices, as well as the tools we have in place for engagement, and strategic

PASADENA UNIFIED SCHOOL DISTRICT 2021-22 DEPARTMENT PLAN

placement of arts professionals in the classrooms K-12. In music specifically, we have identified the need to systemically embed culturally responsive repertoire across courses. The GATE Equity Focus Group found that the key needs are in supporting teachers and administrators to identify and support potential from an early age, especially in schools that have disproportional underrepresentation.

We are prioritizing the need for [TSEL](#) (Transformative Social Emotional Learning) through the arts for both teachers and students, a focus on equity in GATE identification processes and recruitment in performing arts programs, and professional development to support teachers in accelerating learning for reengagement of students in arts programs.

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

Current Year Planned Actions and Metrics

This section of the department plan provides a summary of the planned actions that address the identified priorities based on data analysis and stakeholder input. Metrics associated with monitoring and/or evaluating the effectiveness of the planned actions are summarized in this section.

What action could you take to address the identified needs of your department?

What would you be able to monitor throughout the year (quarterly or more than twice per year) to know that your actions are creating a change?

Theory Of Action

If we... Expand the faculty for elementary music and design schedules and curriculum to provide individualized instruction for every 5th grader in the first semester and every 4th grader in the second semester.

then... We will maximize general music and instrumental instruction in K-5, accelerate learning, and engage students into middle school band, orchestra or choir programs.

which will... Reengage students in the school community.

If we... Integrate artists in residence in the classroom to model and develop teacher capacity to integrate arts integrated and social emotional learning strategies into K-12 classes with specific considerations for SPED, Foster Youth, and English Learners.

then... We will build teacher capacity in arts integrated practices and support self care strategies .

which will... Provide opportunities for TSEL through the arts K-12.

If we... Provide space for collaborative planning sessions for

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

arts & music teachers to intentionally integrate culturally responsive pedagogical practices and materials into their instruction.

then... Teachers will include TSEL competencies and relevant repertoire to support student agency, identity, and belonging through the arts.

which will... Allow for culturally responsive pedagogy for equity, inclusion, and diversity.

If we... Continue to refine our GATE ID data analysis process and Secondary Review process to align with best practices from current research for equitable identification of students across subgroups; and continue to engage the GATE Equity Focus group to commit to this work throughout our Universal Screening process of 2nd and 3rd graders this year.

then... We will allow for multiple pathways for recognition of potential.

which will... Result in more equitable identification of giftedness across school sites.

If we... Integrate artists in residence in the classroom to provide opportunities for students to engage in arts integrated lessons lead by professionals from across the arts disciplines

then... We provide a safe space for students to build identity, belonging, and advocacy skills (TSEL)

which will... Reengage students in the school community through the arts.

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

If we... Engage in targeted PD through GATE PLCs and with the #artslead program.

then... We will support equitable identification and support of students with potential, as well as arts integration strategies across elementary schools.

which will... Build capacity and agency for teacher leaders

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

Priority 1: Reengage students in the school community.

Action 1

Expand the faculty for elementary music and design schedules and curriculum to provide individualized instruction for every 5th grader in the first semester and every 4th grader in the second semester.

Action 2

Integrate artists in residence in the classroom to provide opportunities for students to engage in arts integrated lessons lead by professionals from across the arts disciplines.

Metrics

- a. elementary music schedules
- b. Quaver Music student engagement
- c. student products
- d. 5th grade enrollment by instrument
- e. Enrollment in secondary arts courses for 22-23
- f. Open Stage participation and student surveys
- g. Theatre & Dance Explorations teacher surveys
- h. High School Residencies teacher and student surveys

Priority 2: Provide opportunities for TSEL through the arts K-12.

Action 1

Integrate artists in residence in the classroom to model and develop teacher capacity to integrate arts integrated and social emotional learning strategies into K-12 classes with specific considerations for SPED, Foster Youth, and English Learners.

Metrics

- a. Enrollment data for residencies
- b. Student & teacher surveys
- c. Panorama education survey
- d. Collaborative lesson plans

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

Priority 3: Allow for culturally responsive pedagogy for equity, inclusion, and diversity.

Action 1

Provide space for collaborative planning sessions for arts & music teachers to intentionally integrate culturally responsive pedagogical practices and materials into their instruction.

Metrics

- a. Arts teacher participation in PD (agendas)
- b. Student engagement with individualized online music curriculum
- c. Student products & personal statements from arts classes

Priority 4: Equitable identification of giftedness across school sites.

Action 1

Continue to refine our GATE ID data analysis process and Secondary Review process to align with best practices from current research for equitable identification of students across subgroups; and continue to engage the GATE Equity Focus group to commit to this work throughout our Universal Screening process of 2nd and 3rd graders this year.

Metrics

- a. CogAT7 data
- b. School site GATE dashboards for secondary review
- c. Final identification data - increase by 5% for all subgroups

Priority 5: Build capacity and agency for teacher leaders

Action 1

Engage in targeted PD through GATE PLCs, SPED PLCs, and with the #artslead program.

Metrics

- a. PD surveys
- b. Agendas and participation logs
- c. Secondary review data/portfolios