

BARRIERS

Knowledge:

- ADE website list activities & programs available
- Continue communication between schools & organizations to strengthen
- Need to identify who is the most responsive
- Some cultural organizations offer transportation
- Cultural organizations need to share arts value in academic achievement/arts content
- Understanding what is available
- Who to contact
- Gaining community & Governance
- Understanding Arts value
- Organizational barriers

Money:

- Grants for transportation
- Schools work with parent group
- Education foundations
- Business partners (Cultural organizations)
- Schools, parents, Cultural, Transportation

Time:

- Golden window after testing-offer
- Collaborative with organization to build program/curriculum w/ core academics
- Cultural program go to schools
- Arts teacher time constraints
- Classroom teacher
- Transportation

Agendas:

- (school + Art Org may not be the same)
- Communication – Real (who is the contact School/NP)
 - Relationships
 - Money
 - Transportation \$ - No match \$ for grants
 - Real AC cuts to ed programs less perf. Workshop etc.
- Relevance – Perc – study guidestick back)
 - Needs a long/proven relationship for districts to engage
 - Princp need to give AC time to prove/doc the impact
- Relationship KEY! AFS- look at extended learning
- Trends – history of Engm (transition staff)
- Lack of Interest – School doesn't engage, you don't engage
 - Through communication can we change this?
 - Maybe a result of No ARTS in curriculum
 - May be perceived
 - INTEREST is present with someone
 - Find that someone

- Are we just one more thing to do ties back to having a relationship
- Competition with other subjects (Not as sexy)
 - So Many battles to fight in ed
- Location
 - Focus of grant is Rural not outer metro
 - Rural – time in travel
 - Tired to transportation/BUS/\$
 - We assume as AC that they will come to us
 - New ability forms from district
- No-time (So many other obligations)
 - Block of time/SCHD RELATIONSHIPS
- No mental space
 - In the classroom
 - Indv. Specific/Real/Percv.
- Just the Arts
 - Teacher wants fun/excite/entern. Communication about what the arts do
 - Free's the teacher/ AC have expertise
 - EU/Assm.
- Deliverables (measure impact) – Tools to do this have AE
- AC share our research to empower ADM
- Grant writing (Does not include educator)
 - Include development in Ed planning sessions/programs etc.]
 - Is this a concern for AC?
 - Issue for other Agency?
 - Loop in ADV issues
- Parental Involvement (+ & -)
 - Send home to do's/research with kids to impact parents
 - \$ of parents to get kids to AC.
- Teach test – period of school
- Transportation \$/Arrangement (REAL!)

What would success look like: All programs are at capacity.

Recommendation from group: Look into developing interactive web platform

- Communications program evaluation
- Website review built in → feedback
- Click rate → through perks when they do
- Google analytics
- More students exposed to arts
- Admin. Know what arts standards are
- We are important
- Listserv → both sides working together
- Virtual field trips – “more” ubiquitous tech
- Site that ties marketing, communication, and curriculum
 - Eg: Boston music
- Communications 101 & all organizations working together → AZ website
- Cross. Disciplinary, accessible collaborative project
- Teachers need info when they need it
 - Show up.com
 - Somehow within the state?
 - Free resources
- Feature programming for schools alignment
- Identify teacher/school interests

Small working group willing to investigate this further:

- Colleen
- Lynn
- Eileen
- Jessica
- Cale
- Korbi
- Kathy
- Erica

MODEL ARTS EDUCATION PROGRAM

Investigators:

- Do applicants submit evidence under every demonstrator?
- Will we be allowed to modify rubrics to fit AZ?
- Who does adjudication?
- What is incentive for LEA's to participate?
- Consequences for non-participation?
- Are LEA's, eligible if they only have 1, 2, or 3 of the four arts areas?
- How do you submit materials?
- What if you don't have the resources to participate?
- How has this affected arts ed in KY?
- How are B.Practices disseminated once identified?
- Why do this @ all?
- Who has access to info? (Data)
- Do we really need our own local data, when national data is already available?
- Could this process be staged- to include workshops, models, etc to assist applicants?
- Is there room for arts integration?
 - (Not just studio/product centered)
- What id district doesn't have an arts coordinator?

Encouragers:

- Rejection of A.P.
- Gives arts tangibility
- District wide equality & involvement
- Vertically aligned
- Criteria based <leaders to collaboration
 - shows +'s + -'s
- Acknowledge of programs
- Integrative of ALL students
- Allows for paradigm swift for Arts for ALL K-12
- Gives value to Arts
- Gives equality to Arts
- Gives definition to the arts
- Gives validity to the arts
- Gives a face for empowerment
- Vote for students and teacher recognition
- Provides evidence portfolio leading to further funding.
- Encourages competition
- Teacher tools/evaluation grid
- Excited merely by proposal
- Encourages parental excitement
- Visualizes the intangible
- Inspire schools that have 7 four
- Fosters transparency among classes/schools

Naysayers:

- One more thing to do-time!
- What is the incentive?
- Who else will care?
 - Faculty/PTA/Etc.
 - Student benefit??
- Disadvantages to Schools w/o a district arts coordinator?
 - Who will have the knowledge
- Size vs. administrative resources
- Is the criteria realistic “all students”?
- Overly ambitious...
 - Consider “a-la-carte” “all”
 - Every ... “art form” facilities?
- Long term vs. incremental →begin with 2 art forms?
- Staff to evaluate?
- Is there long-term follow up?

Realists:

- Arts are in the schools
- Less \$ now than before in Arizona
- There are standards in the arts
- Curriculum in the arts
- Huppenthal values student learning in the arts
- Assessment tools to demonstrate student learning
- Diversity of arts & culture resources to partner w/in schools
- School improvement plans include the arts
- Vertical alignment of curriculum across districts
- Professional development is happening in the arts for arts specialist & classroom teachers
- Schools like to be recognized for their “excelling” arts programs
- School size can impact resources available
- School board influences involvement in arts
- Best practices in arts programs should be a part of school reform
- Lack of personnel

WEBINAR PROFESSIONAL DEVELOPMENT MODEL

Structure & Effectiveness

- Info
- Experience
- Museum visit access
- Presentation
 - PowerPoint
- Discussion
- Activity

Formative feel w/some engagement

Very conversational & participatory, Interactive

Tools Used:

- Chat, Video, PowerPoint
- Document sharing, resources sharing, polling

- Activities stimulated/activated higher level
- Reactions to prompts
- Questions were analytical & Observational

What worked?

- Made you focus & analyze the art work
- Opportunity to engage on your schedule
- Professional development

Challenges

- Chatting + listening simultaneously
 - How effective is that multi-tasking?
- Performing arts?
- No differentiation of comprehension
- Substantive interaction. Vs. substantive learning
- Visual cues
- A sacrifice of the integrity of the arts?
- Looking @ art on a website or viewing a performance is not same as real thing
- Seems over produced
- Engagement level not high enough

Ideas to address challenges

- Extend conversation through a blog post webinar or wiki link
- Series of webinars is pre./post live workshop
- Pre field trip it offers chance for curriculum building
- Useful if tied to specific performance/exhibit
- Assist in creating lesson plans
- Create P.D. program for webinar

- Given prompts to draw & write
- Chat feature
- With drawer activity participants could “chat” together
- Took “polls” on type of flag drawing
- Free to interpret – no prior
 - Right/wrong answers
- Activities included during presentation quality
- Audio, 2-way video
- VSA concerns HD image quality
- Technology different for each participant
- Through the blog activity interactive, related back to classroom, real life + art
- Poll, chat, video/audio, attachments
- Chat