Arts Education Master Plan

AEMP Advisory Working Group Progress Report & Recommendations

SFUSD Board of Education May 10, 2016
Arts Education Master Plan (AEMP)
Stepping Back to Move Forward
10 Years of Changing Context
AEMP at a crossroads
AEMP WORKING GROUP PROCESS

JANUARY 7
(2:00 - 4:00 pm)
WORKING GROUPS
- New member orientation
- Welcome & Intros
- Review workgroup process and resources
- Next steps - writing process

FEB 10
(2:00 - 4:00 pm)
WORKING GROUPS
- Welcome/Check-in
- Workgroups work on pillars (summarizing)
- Next steps - writing process

MARCH 3
(2:00 - 4:00 pm)
WORKING GROUPS
- Welcome/Check-in
- SFUSD Arts Center
- Progress report development
- Next steps - report refinement

APRIL 7
(2:00 - 4:00 pm)
ALL AEMP ADVISORY MEETING
- Reports by workgroups
- Findings and recommendations

Board decision on AEMP refresh
- Presentation to Board of Education
- In-depth data collection, writing
  - May
  - Nov

Make visible a decade of AEMP to inform SFUSD
- Achievements
- Challenges
- Opportunities
- Recommendations
AEMP: The Pillars

1. Administrative Leadership
2. Professional Development
3. Resources and Staffing
4. Curriculum and Instruction
5. Partnerships & Collaborations
6. Evaluation and Assessment
AEMP Working Group Questions

1. Accomplishments
2. Challenges
3. Recommendations
4. SFUSD Arts Center
The Recommendation: A Refresh
AEMP Standing on the Shoulders

10 years of meaningful progress
AEMP: Hearing from the Working Groups

**Administrative Leadership/Resources & Staffing:**

**AEMP Advisory Committee Members:**

- Carol Kocivar – Former California PTA president
- Liz Ozol – SF Arts Commission, Arts Education Program Officer
- Gina Ferrante – Lawton K-8 School, Principal
- Brian Kohn – Ruth Asawa School of the Arts High School, Principal
- Andi Ishibashi – Lowell High School, Principal
- Richard Curci – Assistant Superintendent-LEAD, Elementary

**Working Group Invitee:**

- Cyrus Quan** – Student Advisory Council

**SFUSD Central Office:**

- John Calloway – VAPA, Supervisor (Instrumental Music)
- Robert Daniels – VAPA, Director
AEMP: Hearing from the Working Groups

Curriculum & Instruction/Assessment:

AEMP Advisory Committee Members:

• Charles Chip McNeal – SF Opera

• Frances Phillips – AEMP Advisory Co-Chair; Walter & Elise Haas Fund, Program Director

• Julia Marshall – SF State University

• Julie Charles – SF MOMA

• Gloria Minjares – A.P. Giannini Assistant Principal (formerly principal of Vis. Valley MS)

• Jessica Eng – Student Advisory Council

• Georgia Williams-Bratt – Parent Advisory Council Coordinator

Working Group Invitee:

• Cynthia Francis – SF Shakespeare Festival; RASOTA

SFUSD Central Office:

• William Hack – VAPA, Supervisor (General Arts Program)

• Antigone Trimis – AEMP Advisory Committee District Liaison; VAPA, AEMP Manager
AEMP: Hearing from the Working Groups

Professional Development/Partnerships & Collaborations:

AEMP Advisory Committee Members:
• Judy Nemzoff – AEMP Advisory Co-Chair; SF Arts Commission, Program Director
• Jakey Toor – VAPA Itinerant Elementary Dance Teacher; Certificated Arts Teacher
• Andi Wong—SFUSD parent; former Arts Coordinator; Rooftop K-8

Working Group Invitee:
• Leah Van de Mei – California Academy of Sciences
• Sherri Young – African-American Shakespeare Festival

Working Group Invitee (continued):
• Eunice Nuval – Downtown High School, Certificated Arts Teacher
• Kristen Gurbach Jacobson—Lines Ballet Dance Center Director
• Dr. Susie Lundy – Youth Speaks, Executive Director

SFUSD Central Office:
• Susan Stauter – VAPA, Artistic Director
• Jacqueline Ruben – VAPA, TSA, Curricular Articulation
Pillar 1: Administrative Leadership

AEMP Working Group

Achievements

• Built principal leaders.
• VAPA department expanded capacity to implement AEMP vision.
• Arts Coordinator Network developed across district.

Challenges

• Leadership needed to address scheduling, time, and space issues.
• Deeper commitment district-wide to ensure sequential learning.
• Students with greatest needs are often excluded from arts classes.
• Parent and family engagement needs to be strengthened.
Pillar 1: Administrative Leadership
AEMP Working Group

**Recommendations**

**Sequential Learning:**
Set clear expectations for all school leaders so students continually develop arts skills and knowledge.

**Equity:**
Include arts goals and strategies in LCAP to benefit targeted students.

**Access:**
Share models for creative scheduling.

**Parent engagement:**
Support parent collaboration and foster understanding of arts and its connection to learning.

**Creativity and collaboration:**
Strengthen principals’ understanding for both discrete arts learning and quality arts integration.
Pillar 2: Professional Development
AEMP Working Group

Achievements
• VAPA offers year-round robust professional development workshops for arts coordinators and classroom teachers.
• Arts Coordinators disseminate information about available professional development and other arts-related opportunities.
• Voter-approved Proposition A provides 18 hours of paid professional development for district teachers.

Challenges
• Need to encourage site administration to embrace how participation in the arts generates critical thinking skills.
• Quality of professional development at school sites in the arts is inconsistent.
• Teachers are overwhelmed with professional obligations and may not have time to attend professional development workshops.
Pillar 2: Professional Development
AEMP Working Group

Recommendations

• **Quality:** Incorporate arts PD in site plans.

• **Equity:** Strengthen PD in the arts for teachers working with ELLs, students with IEPs & youth in foster care.

• **Visibility:** Make visible the resources that are available to each school.

• **Access:** Use state-of-the-art technology to provide more online resources and a learning lab to address the lack of time.
Pillar 3: Resources and Staffing
AEMP Working Group

Achievements
• 91.4 more credentialed visual and performing arts teachers
• Additional musical instruments, repairs, arts materials and supplies
• More student performances and exhibits
• More school site funding

Challenges
• PEEF resource alone cannot achieve equity.
• School site councils inconsistent at arts planning and oversight.
• Secondary students lack consistent access to arts opportunities.
• Need additional central office VAPA support for students and sites.
Pillar 3: Resources and Staffing
AEMP Working Group

Recommendations

**Equity:** Target district-wide resources and planning beyond PEEF (LCAP, Title I, etc.) to build equity in the arts.

**Quality:** Expand core curriculum by retaining and recruiting more theatre and dance specialists.

**Strengthen Sequential Learning:** Continue building VAPA department administrative capacity to support sequential learning in the arts and secondary school oversight.
Pillar 4: Curriculum and Instruction
AEMP Working Group

Achievements
• Access is well-distributed across elementary schools.

• More diverse art forms (e.g. digital media, Mariachi) taught in a diverse district.

• Teachers on Special Assignment bring deep content knowledge--coach and mentor teachers.

• Standards-based benchmarks and professional development guide quality.

Challenges
• Site-based decision making challenges sequenced programming.

• Six-period school day limits access, especially for English language learners, students with IEPs, and newcomer students.

• Unmet potential to integrate arts in other content areas (though some pockets of excellence exist).

• Program diversity challenges adoption of a uniform curriculum.
Pillar 4: Curriculum and Instruction
AEMP Working Group

Recommendations

- **Access**: Revisit creative scheduling or a 7-period day.

- **Excellence**: Ensure that standards are driving sequential arts learning.

- **Creativity**: Draw connections to other content areas, Common Core Content Standards and Vision 2025.

- **Quality**: In arts integration (e.g. STEAM, computer science, other) insist that arts are taught as rigorously as other subjects.

- **Sequential Arts Learning**: Consider articulation across schools; reflect diversity of school communities in arts curricula.

- **Equity**: Insist arts are taught during the curricular day.
Pillar 5: Partnerships and Collaborations

AEMP Working Group

Achievements

• PEEF and EAP (Elementary Arts Program) provide funding for arts residencies, which generate ongoing partnerships.

• Arts providers in partnership with schools provide learning opportunities and real world experiences.

• Arts Programs partner to provide career training in the arts (i.e. with CTE).

• Partnerships broaden genre and cultural diversity in the arts curriculum and professional development.

• The Arts Education Resource Fair provides a link to the City’s diverse arts community.

Challenges

• More opportunities needed for arts providers to develop new partnerships with sites.

• More professional learning needed on inclusion and accessibility in arts education for school communities.

• Better alignment needed for outside arts providers with goals of school sites, classrooms, and VAPA.
Pillar 5: Partnerships and Collaboration

AEMP Working Group

Recommendations

• **Equity:** Continue to value and support partnerships with arts providers.

• **Collaboration:** During the school day, provide collaboration time between teachers and artists, under the leadership of the arts coordinators.
Pillar 6: Evaluation and Assessment

AEMP Working Group

Achievements

• VAPA and PEEF office worked closely to measure who has access, which disciplines are taught, and how much is offered.

• PD participants & arts coordinators surveyed on program quality.

• Arts coordinators report on each site’s implementation and vision.

• VAPA will be on the TK-12 report card.

• Annual arts festivals (a district-wide portfolio) have grown in size, diversity, inclusion.

Challenges

• Evaluation approach was underdeveloped: now catching up.

• Assessment should capture skills, dispositions, and learning styles.

• SFUSD programming is diverse: hard to measure with a single tool.

• Move beyond counting to measuring integrity, quality, and systems change.

• Need to measure socio-emotional AND academic results—the new School Quality Improvement Index.
Pillar 6: Evaluation and Assessment
AEMP Working Group

Recommendations

• **Equity:** Incorporate Arts in the Balanced Scorecard in a meaningful way: each school to create & report on its arts learning plan.

• **Access and articulation in the arts:** Continue mapping and PEEF efforts to gather data.

• **Consistency:** Develop and share a common evaluation vocabulary and define what will be measured (e.g. quality learning, systems, equity).

• **Collaboration:** Share and train in use of a rubric for quality arts integration.

• **Quality:** Develop tools and a system for qualitative data collection.

• **Creativity:** Formalize portfolio assessment of annual SFUSD Arts Festival.
Arts Center Connections

Access and Equity

• A visible statement that SFUSD values the arts.
• Broadly accessible to all students and faculty.
• A link to partnering cultural organizations, colleges, and universities.
• Studios/equipment available to all students.
• Venue for student performances, screenings, and exhibits.
• A center for family activities and resources.
• Transportation freely provided, especially from under-served communities.

• Expand professional development
• Be strategic about using it for things that are not on other school sites
• Ensure all schools get access to the auditorium
• Offer a pipeline for trades, jobs in creative industries
• Provide college and career counseling about arts schools and scholarships

SFUSD AEMP Working Groups
Arts Center Connections

Innovative Features

• A laboratory for experimentation and curriculum development—such as new programs in media arts and creative writing.
• Use of arts students and teacher resources of the district to inform programming.
• Institute for professional development.

• Theatre tech and apprenticeships; Theatre rehearsal spaces; Costume design.

• Media Labs.
• Production, Recording, Ceramics and Dance studios.
• Provide centralized resources: a costume bank, space for set construction, lending library with kits, teen center, and afterschool programs.
• Culinary arts—Café.
Arts Center Connections

Collaboration and Creativity

• Partner with arts providers in facility use (reducing displacement)

• Serve all arts providers including large and small organizations plus community artists

• Develop robust offerings—workshops for classroom teachers and teaching artists
Where do we go from here?

Recommendations

• SFUSD’s district-wide planning and resources (such as WSF, LCAP, Title I and PEEF) should work together to meet the vision for equity and access for quality arts education for all students.
• Strong leadership development at all levels: A systemic commitment.
• Strengthen curricular articulation in the arts; clarify benchmarks in the arts; communicate existing and potential sequencing to parents, students, teachers, principals.
• Fresh opportunities for arts integration (STEAM, computer ed., career tech ed.).
• Schools to report arts program goals and accomplishments in district accountability documents (BSC, LCAP, PQR etc.)
Vision for the Refresh

The SFUSD’s commitment to arts education is deeply held. Its commitment to quality, sustained learning in the arts will advance:

- Equity
- Academic achievement
- Creativity
- Collaboration
- Cross-disciplinary and integrated learning
- Social Justice
- Social and emotional well-being
- Vision 2025
Moving Forward:

A recommittment from the SFUSD to the Arts Education Master Plan and support of the refresh of the Plan based on the recommendations of the Arts Education Master Plan Advisory Committee & Working Group.