



Young Audiences

ART is EDUCATION

Every Child. Every Day.

Implementation Guide

2011-2012

**for teachers, administrators,
and partner arts organizations**

www.artiseducationcleveland.org

Art is Education is a partnership of Young Audiences and the Cleveland Metropolitan School District

This implementation guide is a compilation of information and resources for the Art is Education network of schools and partner arts organizations. It provides useful information about the initiative, essential materials, and program requirements, as well as suggestions for a positive and successful experience.

Art is Education is a partnership
of Young Audiences and
the Cleveland Metropolitan School District.

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The Director of the Department of Arts Education provides leadership and strategic direction for all fine arts programs and instruction within the District. The Director works with the Art is Education Program Director to ensure that the Art is Education initiative aligns with district curricular goals in both arts and non-arts subject areas. In partnership with the Rock and Roll Hall of Fame + Museum, Mr. Sias produces the All-City Arts Festival: Rock Your World, a day-long celebration of creative, visual and performing arts.

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Introduction

What is Art is Education?

Art is Education increases access to local arts organizations and arts-integrated programming to benefit all members of the school community. Using a whole-school, arts-infused model, students, teachers, administrators and parents are engaged with arts programming provided by more than 25 community arts partners. Art is Education's advocacy efforts build support for arts education throughout the city. Through Art is Education, Young Audiences has strengthened its commitment to the Cleveland Metropolitan School District (CMSD) and the district's efforts to improve academic achievement and to develop quality schools for all students.

History

In 2004, Cleveland became one of nine sites across the country selected by the Ford Foundation to develop an education model to improve urban, public education through arts-integrated teaching and curriculum development. As the grant recipient and program administrator, Young Audiences convened the arts community to design a system called Art is Education that would ensure high-quality arts-integrated learning for all children in the CMSD. The initiative is based on the philosophy that the arts are essential to a comprehensive education and that effective implementation of arts integration experiences can positively impact teaching and learning for all children, particularly those at risk of academic failure. Equally important is the recognition that high-quality arts education has the additional benefit of improving readiness to learn, critical thinking and logic skills, and student capacity to think independently and creatively—all fundamental skill sets that can improve performance in reading, writing, and other core subjects.

Program Goals

Integrate the arts across the curriculum to improve academic achievement and enhance students' cognitive, social, and personal development

Develop the capacity of teachers and cultural organizations to design, implement, and assess the arts and arts integrated curriculum through regular professional development

Support schools in developing standards-based arts-infused curriculum for all students and disseminate successful practices throughout CMSD

Promote collaboration among teachers, and with community organizations to positively impact school culture

Increase parent/family and community participation and engagement with the school

Build public will in support of an equitable education that includes the arts for every student in Cleveland Metropolitan School District

What an Art is Education School Looks Like

- Students are active learners and engage in arts-integrated lessons across the full range of learning styles.
- Teachers plan collaboratively across content areas to meet the needs of all students.
- Community partners are invested and contribute to the success of the whole school.
- Principals are innovators who ensure success through strong relationships with students, staff, families, and the community.

- Parents and caregivers are advocates for their children and are engaged with the school on many levels.
- Professional development is deliberate and focused on establishing strong arts-integrated curriculum, effective instruction and innovative learning.
- The school building has a positive academic climate because school staff members communicate, share resources, and respect one another as professionals.

What is Arts Integration?

Teachers, artists, principals and arts organizations may define arts integration differently, but at the heart of this practice is *the process of embedding arts activities into non-arts curriculum*. Arts integration differs from traditional arts education by its intentional inclusion of both an arts discipline and a non-arts subject as part of learning. The idea being that through integration of subject areas, learning in both the arts and non arts subjects is enhanced. Arts integration can benefit many different types of learners but it seems that it has the most impact on those students who struggle in a traditional classroom setting and who are at-risk for academic failure.

Arts integration is not a substitute for quality arts instruction by certified arts specialists. Art is Education believes strongly in the important role that building arts specialists play in schools and the need for sequential arts instruction by a certified art teacher. This is why the initiative advocates on behalf of all students, so that they have equitable access to a quality education that includes regular arts instruction

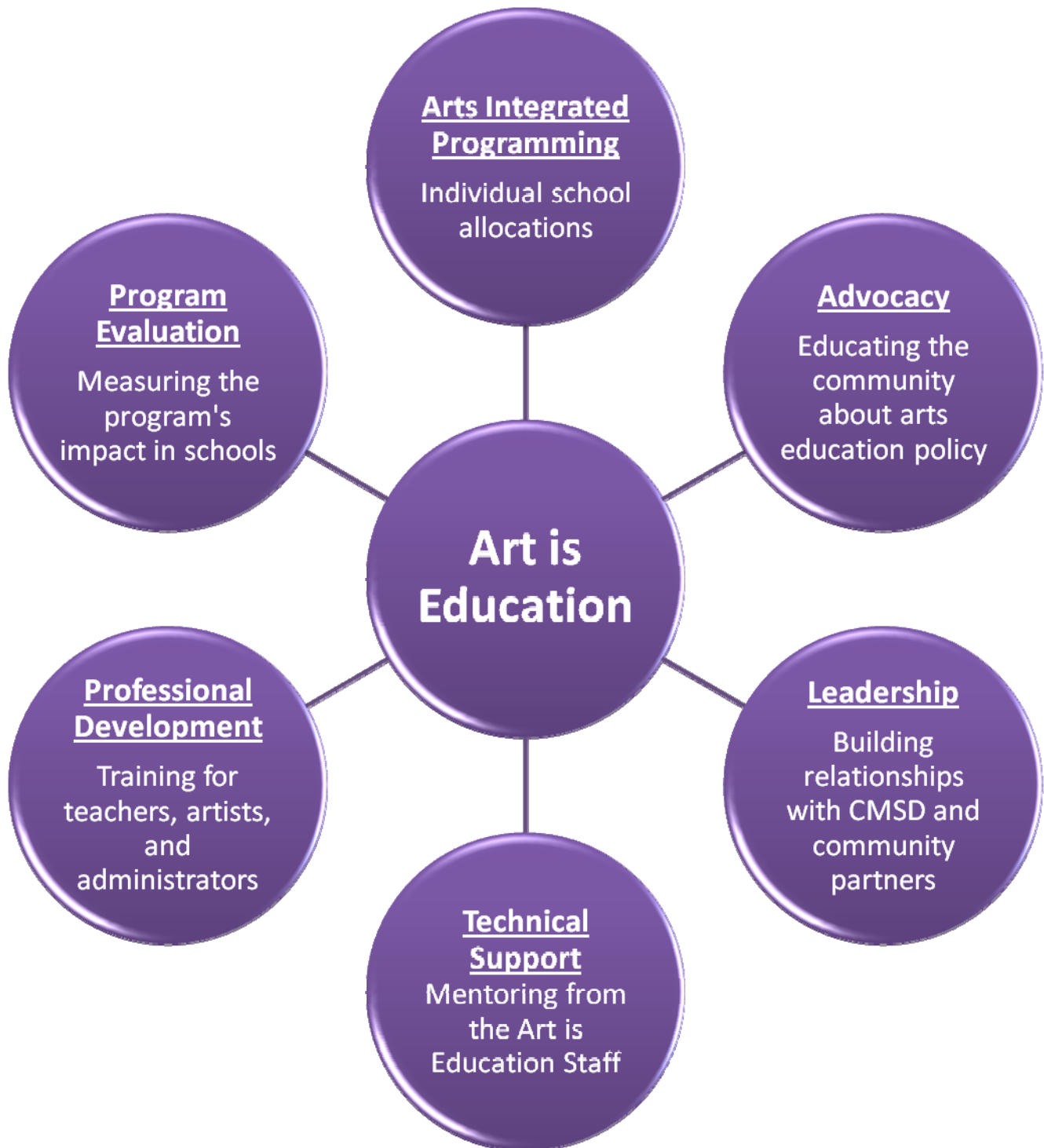
In 2004 in Cleveland, a research study was done of ICARE (Initiative for Cultural Arts in Education), a program of Young Audiences. For twelve years, the ICARE program supported long-term arts-focused educational partnerships between the CMSD and Northeast Ohio's cultural community. ICARE sought to improve student achievement in multiple subject areas. The study revealed that fourth-grade students with two to six semesters of ICARE participation performed significantly higher than students with one semester of participation on Ohio Proficiency Tests (OPT) in reading, writing, math, science and citizenship.

Similar arts integration research has been done throughout the country, and over and over again, stories emerge of how the arts have transformed students and the classrooms in which they learn. At a time when teachers and administrators are faced with an unbelievable amount of pressure to meet state standards and less time to do so, arts integration has been a means for them to engage students more deeply in learning, making school a place they want to attend.

Arts Integration and 21st Century Learning Skills

Much has been said about the need to prepare students to be competitive in the twenty-first-century global economy. Schools are answering this challenge by focusing on curriculum that concentrates on Science /Technology/ Engineering and Medicine, or STEM. Ensuring a place for the arts within STEM is imperative if schools are to help students be successful beyond the traditional core curriculum. Students must also learn skills to help them become critical thinkers and problem solvers. Students need opportunities to communicate and collaborate so that they can maneuver within a diverse workforce. They must have the ability think creatively in order to solve the problems they will encounter daily in the workplace. Through the arts, students can be creative, imaginative and innovative. Through arts education, students develop and refine skills they need to succeed in a highly complex, technological and multicultural world. Advocacy on behalf of arts education focuses on these arguments. Regardless, one thing is clear: the arts are important to providing the kind of well-rounded education all children deserve and must have to be successful as lifelong learners and citizens.

Six Program Areas of Young Audiences Art is Education



Art is Education Programming Structure

In-School Programs	Out-of-School Programs	Initiative-Wide Programs
<p>All in-school programming includes planning time and professional development for residency teachers and teaching artists to develop an arts-integrated unit.</p> <p>Pre-K Arts-Integrated Residency</p> <ul style="list-style-type: none"> • 4 or more classroom visits from one arts organization • May include a field trip or assembly <p>Combined Arts-Integrated Residency</p> <ul style="list-style-type: none"> • 5-7 classroom visits with 2 or more collaborating arts organizations • Will include a field trip or assembly <p>Short-Term Arts-Integrated Residency</p> <ul style="list-style-type: none"> • 8- 10 classroom visits from one arts organization • May include a field trip or assembly <p>Long-Term Arts-Integrated Residency</p> <ul style="list-style-type: none"> • 14-16 classroom visits from one arts organization • May include a field trip or assembly <p>Third Grade Arts for Learning Curriculum & Residency</p> <ul style="list-style-type: none"> • Includes specialized teacher training in nationally developed literacy curriculum • Teacher-led classroom curriculum • 5 classroom visits with a Young Audiences teaching artist 	<p>Parents as Arts Partners</p> <ul style="list-style-type: none"> • Arts programming for parents and families • Increases parents’ awareness of the importance of the arts in their child’s education • Supports parents as advocates on behalf of arts education • Connects families to schools through arts programming <p>On-Site Teacher Professional Development</p> <ul style="list-style-type: none"> • Customized staff workshops to explore educational methods and practice <p>Art is Education Leadership Meetings</p> <ul style="list-style-type: none"> • Regular meetings for communication and planning among residency group leaders, site coordinator, arts organization representatives, and principal 	<p>Best Practices (November, February, May)</p> <ul style="list-style-type: none"> • Meetings of the Art is Education network of schools and arts organizations to explore themes in and models of arts-integration curriculum and methodology <p>Art is Education Week</p> <ul style="list-style-type: none"> • Week-long celebration of Art is Education • CMSD administrators, community members, and initiative funders visit schools to observe programming • Bulletin Board Contest • Celebration for Arts Education event to kickoff Art is Education Week at Cleveland City Hall <p>Summer Institute</p> <ul style="list-style-type: none"> • Summer seminar for Art is Education network of schools and arts organizations to explore local and national models, policy, research, and best practices of arts integration

Successful Partnerships

What Makes Art is Education Work

Art is Education is a collaborative process between administrators, artists, and teachers. Teachers and teaching artists are expected to work together to develop ways to integrate the arts into classroom learning that respects both academic objectives and artistic integrity. Partnerships must be committed to developing the capacity of teachers to implement new teaching strategies and cultural partners to plan integrated curriculum with teachers. In addition, a successful partnership can effect catalytic change in school culture.

In *Learning Partnerships: Improving Learning in Schools with Arts Partners in the Community*, the Arts Education Partnership administered by the Council of Chief State School Officers and the National Assembly of State Arts Agencies created this list of what makes an Effective and Sustainable Arts Education Partnership:

- Understand shared partnership goals that ultimately enhance student learning
- Value the arts for themselves and for their capacity to enhance student learning
- Involve multiple artistic and academic disciplines
- Place comprehensive education at the center of the process
- Meet the individual partners' own goals
- Engage multiple community sectors
- Gain support at all levels of school and partner organizations
- Invest in the professional development of their personnel
- Encourage partner institutions and schools to learn and change
- Use evaluation and documentation to achieve partnership goals
- Create an infrastructure that supports community/school learning relationships
- Be flexible
- Address and survive setbacks
- Require persistence and patience

The Leadership Team: Key Players and Their Responsibilities

Each Art is Education school is required to form a Leadership Team that meets regularly to plan, oversee partnership policies and foster communication. The team sets the tone of the project and how it is viewed within the larger school culture. The solid Leadership Team is critical to a school's success. The school Site Coordinator facilitates Leadership Team meetings, which should include:

- School Principal
- School Assistant Principals
- Site Coordinator
- Residency Group Leaders (classroom teachers)
- Building Arts Specialists (music, art, dance and/or drama teachers)
- Parents and/or parent coordinators
- Arts Organization representatives (as needed)

The Leadership Team will:

- Set aside a regular time to meet. It is important that the full action team attends these meetings and it is the responsibility of the Site Coordinator to coordinate and remind people of the meeting dates
- Identify goals for Art is Education as they pertain to successful implementation of the school's Academic Achievement Plan
- Review all Art is Education activities, issues and concerns
- Help plan and coordinate special events and activities, including Art is Education Week and culminating student performances
- Attend Art is Education events, both in and out of school (i.e. performances, professional development sessions, Best Practices and family programs)
- Participate in planning for the program's future and advocate for arts education in their school

Partner Responsibilities

Art is Education assigns specific responsibilities to all stakeholders. Fulfilling these responsibilities is critical to the success of any partnership.

Principal

- Use school/home communication (e.g., newsletter) to publicize program events and invite parents to attend
- Provide scheduling flexibility to accommodate Art is Education Residency Groups and activities
- Arrange for learning spaces conducive to program activities
- Monitor residency progress, communicate with the artists, observe activities and participate whenever possible and appropriate
- Work with parent liaison to coordinate after-school parent programs
- Work with Site Coordinator to arrange staff professional development
- Attend all professional development sessions
- Support initiative through participation on an Art is Education leadership committee
- Meet with teachers to review unit plans and program selections to ensure that planned programs are consistent with district/school goals and calendars
- Observe programming and planning meetings to promote active staff participation

Site Coordinators

- Serve as primary liaison among the school Leadership Team, each Art is Education Residency Group, Art is Education staff and partnering arts organizations.
- Attend all Art is Education meetings and activities including Best Practices meetings, professional development workshops, and Summer Institute
- Maintain effective communication among Art is Education groups and communicate partnership activities to parents and community members
- Share updates from the Art is Education staff through email, bulletins, or handouts in teacher mailboxes
- Notify staff of mandatory professional development meetings and coordinate RSVPs to be submitted to the Art is Education staff
- Attend a Site Coordinator Orientation to become familiar with their roles and responsibilities and to network with Site Coordinators from other Art is Education schools.

- Convene and facilitate meetings of their school Leadership Team including residency leaders, arts specialists, arts organization representatives and principals
- Assist in identifying community partners to engage around Arts is Education goals
- Follow up with Art is Education Residency Leaders to ensure that program requirements are being met
- Assist Art is Education staff in the distribution and collection of evaluation materials and program documentation
- With school principal, coordinate building-wide Art is Education professional development and complete all required district registration forms
- Share Art is Education information and promote partnership activities at staff meetings
- Address and troubleshoot problems, alerting administrators and Art is Education staff when appropriate
- Facilitate completion and collection of all program forms and reports
- Work with Art is Education staff to inform community and media outlets of special programming events.

Residency Group / Classroom Teachers

- Identify a Residency Leader to coordinate planning and implementation of the residency
- Work collaboratively as education professionals with teaching artists to jointly plan curricular goals and program activities that align with the school district's Scope & Sequence
- Meet regularly (at least once per month) during the course of the residency for planning, review, documentation, assessment and evaluation
- Develop a plan for shared teaching responsibilities before, during and after residency sessions
- Develop a plan for addressing classroom management and student behavior/attitude problems
- Establish a schedule that meets the needs of students with respect to partnering teaching artists schedules
- Collaborate to create student assessment tools of learning during the residency
- Share responsibility for documenting, promoting and evaluating the residency
- Work collaboratively on culminating events
- Attend Art is Education activities including workshops, professional development, and Summer Institute as well as community events (e.g., Art is Education Week and/or Rock Your World)
- Develop a plan for learning activities between teaching artist visits to reinforce learning goals
- Develop a plan for communication with teaching artists and Site Coordinator (i.e. email, brief meetings, or phone calls)

Arts Specialists/ ESP Teachers

- Work collaboratively with one Art is Education Residency Group to jointly plan curricular goals and program activities
- Plan "learning through the arts" curriculum and lessons that complement the work of the selected residency
- Communicate regularly with Site Coordinator and selected Art is Education Residency Group
- Meet regularly with Residency Group for planning, review, documentation, assessment and evaluation
- Participate in school art is Education Leadership Team meetings as scheduled by the Site Coordinator

Arts Organizations

- Identify an organizational contact person to serve as coordinator for all partnership activities and as the primary liaison with Art is Education.
- Develop residencies in collaboration with Residency Group teachers that meet curricular goals and align with the school district's Scope and Sequence

- Provide full artistic support for the project using organizational resources, including, but not limited to, artists in the classroom, field trip opportunities, study guides, staff development for teachers, training and support for artists
- Provide teaching artist and administrator time for attendance at all Art is Education scheduled meetings and training sessions, and participation on at least one Art is Education committee (Programming or Professional Development)
- Report and document programming according to Art is Education requirements
- Submit budget proposal and monthly invoices for projects and commit to fiscal responsibility and accountability
- Enter residency schedule and program information onto the Art is Education website in a timely manner
- Actively participate on the Art is Education Leadership Team at schools where serving as a partner
- Attend partnership activities as needed to effectively understand and implement programming
- Advocate for Art is Education and participate in Art is Education Community Events (e.g., Art is Education Week, Celebration for Arts Education, and/or Rock Your World)
- Acknowledge “Young Audiences Art is Education” in printed materials, announcements, presentations, press releases, etc. resulting from the use of distributed funds
- Communicate with Residency Groups and Site Coordinators frequently during partnership planning and implementation

Implementing Art is Education for Schools

Below is a step-by-step guide to lead teachers and administrators through their year in Art is Education.

- Art is Education Staff will meet with the school to introduce the program and distribute the Program Brochure. Each teacher will complete the **Initial Teacher Survey**.
- The school will form Art is Education Residency Groups, based on the following five grade band groups: PreK, K-2, 3, 4-6, and 7-8. (Sixth-grade teachers may choose to work with grades 7 & 8 at the school's discretion.)
- Art is Education staff will facilitate a Preliminary Planning Meeting for all school staff. Art is Education Residency Groups will designate Residency Leaders and begin establishing goals for their projects using the **Preliminary Planning Meeting Guide**. They will also complete the **Planning Form**.
- The Art is Education Special Projects Manager will contact Residency Leaders to finalize Arts Organization selection and begin program planning.
- The selected Arts Organizations will contact the Residency Leaders to schedule an initial planning meeting.
- Each Art is Education Residency Group will meet again with their Arts Organization and schedule a Partnership Workshop.
- During the Partnership Workshop, the Group and their Arts Organization will jointly complete the **Arts Integrated Unit Overview** to plan how all members will participate in classroom instruction and use assessment throughout the residency. The Residency Group will submit one **Unit Overview** to the Special Projects Manager via email.
- The Residency Group will schedule **Observation Visits** with the teaching artist(s) involved to observe each residency classroom. This is time for the teaching artist(s) to observe the teachers with students and to learn about each classroom, their procedures, and how they will work together.
- The Residency Group and teaching artists will agree on a **schedule** for the program and the Arts Organization will enter the schedule online. Teachers and administrators can access the schedule at the Art is Education web site (www.artiseducationcleveland.org/schools.php), print the schedule, and see any changes.
- Once the program begins, everyone involved in the residency must maintain communication, actively participate in the program and compile documentation of the project.
- For Short-Term and Long-Term Residencies, teachers and teaching artists together must submit an **Interim Report** to the Art is Education staff about one-third of the way into the implementation of the residency.
- Art is Education Staff and members of the Programming Committee will visit to observe partnership activity.
- Professional Development occurs throughout the year. Schools are expected to send participants to Best Practices and Summer Institute. Additionally, schools are expected to select and schedule at least one in-school professional development session from the brochure offerings. These can be scheduled on early release dates or in lieu of faculty meetings.
- Each Residency Group along with their Arts Organization is expected to prepare a public performance or demonstration of their work for special events that occur throughout the year.
- During and upon completion of the residency, each Residency Group will compile documentation and complete reports about their residency and submit them electronically to the Special Projects Manager. Partner Arts Organizations will complete reports independent of the school team.

Initial Teacher Survey

**To be completed by each teacher and returned to Young Audiences.
Please print clearly.**

Name _____

School Name _____

Grade _____ Room # _____

Are you your school's Grade Level Lead? YES NO

Contact Information

Email address _____

Home address _____

City, State, Zip _____

Home Phone Number (____) _____

Cell Phone Number (____) _____

Check preferred means of communication

____ Phone ____ Email ____ Other _____

Preliminary Planning Meeting Guide

Welcome to a new year with Art is Education! The **Preliminary Planning Meeting** is a time to establish goals and priorities for the project. Here are the steps to ensuring a successful meeting and project:

- ◆ Gather your entire *Art is Education Residency Group* (based on grade bands), including at least one Arts Specialist or ESP. Arts Specialists and ESPs are expected to collaborate with at least one Residency Group.
- ◆ Select a *Residency Leader*. This person will coordinate for communication among the Site Coordinator, Art is Education staff, arts organizations, at least one Arts Specialist or ESP, and classroom teachers.
- ◆ Use the **Residency Planning Form** to guide your discussions and program selection. Complete the form together.
- ◆ The Residency Leader should submit the completed **Residency Planning Form** to the Site Coordinator and distribute copies among the entire group.

Art is Education Staff are available to attend your Planning Meeting or assist with any questions or concerns. Contact Kristan at kristan@yaneo.org or 216-561-5005 x17.

Planning forms are due to your Site Coordinator by a specific deadline. Program availability is based on a first-come, first-served basis. The earlier you submit your form, the more likely the programs you select will be available.

Before you think about which arts organization your team will be working with and which programs to select, it is important to choose programming that best supports your curriculum. Consensus between grade levels on basic content areas is necessary to move forward with program selection.

What **Academic Content Areas** would your team like to focus on? Think about areas that your students have typically struggled with or areas that are essential for student achievement. Grade-level priorities may vary within your team. Please limit yourself to one or two content areas.

Based on the content area you would like to focus on, what **Standards and Grade Level Indicators** are priorities for each grade level of your team?

Based on the **CMSD Scope and Sequence**, when should programming occur?

What **art form(s)** do you want to connect with? Please limit to one or two art forms.

After considering the above questions, begin to look at the Program Brochure. Using the table in the front of the brochure, explore the various arts organizations that offer programming for your residency group. Arts Organizations have listed examples of programs they can offer; these descriptions are *samples* of the kinds of programs you will design. Together with your selected arts organization, your team will customize and design a residency that aligns with your goals.

Arts Organizations your group would like to partner with:

First Choice: _____

Second Choice: _____

Third Choice: _____

Residency Leaders must submit this form to the Site Coordinator and ensure each member of the team receives a copy. From here, your Residency Group will work with Art is Education staff to discuss the information you have provided and to identify the organization that best meets your needs before planning with an Arts Organization begins.

Arts Integrated Unit Overview

A completed Unit Overview must be submitted electronically to the Art is Education staff BEFORE programming may be authorized to begin. Please visit www.artiseducationcleveland.org/resources.php to find a digital template.

Each Art is Education Residency Group should complete this Unit Overview collaboratively. Teachers and Teaching Artists are expected to develop individualized lesson plans for their own planning and implementation.

Unit title

Unit summary (Describe what students will experience.)

Targeted grade levels

Unit length (Specify number of classroom sessions and related residency events.)

Non-Arts academic content area(s)

Non-Arts academic content standards & benchmarks

1.

2.

3.

Arts academic content area(s)

Arts academic content standards & benchmarks

1.

2.

3.

Learning Objectives

(What are the specific and measurable student-centered learning goals for this unit?)

1.

2.

3.

4.

5.

Anticipated artistic and non-artistic products or outcomes

(What will students create for performance or exhibition? How will the Residency Group share this project with a public audience during Art is Education Week or an event such as Rock Your World?)

Explanation of shared teaching responsibilities

(What will classroom teachers and teaching artists do together and separately?)

Documentation of student learning

(Which forms of documentation and/or assessment will demonstrate the effectiveness of your partnership?

Examples include lesson plans, K-W-L, checklists, rubrics, portfolios, observations, student work samples, journal writings, visual artwork, classroom or performance video, etc.)

1. Pre/Post Student Assessment Tool (Attach a tool that you will use to evaluate your learning objectives.)

2.

3.

4.

Extensions

(Indicate specific and direct extensions of student learning, including home activities, follow-up ideas or ways to engage parents and the community.)

Resources/Materials Needed

(What books, videos, web sites, supplies, equipment, etc. will you use to teach these lessons?)

Major Partnership Activities/Components

(Provide examples of the primary learning experiences that students will encounter during the residency.)

Interim Short-Term & Long-Term Residency Report

The Art is Education Interim Report must be submitted electronically to the Art is Education staff *approximately one-third of the way* into each and every Short-Term and Long-Term Residency. Unlike the End-of Program Report, schools and arts organizations are encouraged to complete this together and submit one shared document. Visit www.artiseducationcleveland.org to obtain a template of this form.

Name of Residency:	
Report Submission Date:	Art Forms Involved:
School:	Other Curricular Connections Involved:
Arts Organization:	Grade Levels Involved:
Number of Artists:	Number of Classrooms Participating:
Number of Workshops Completed to date:	Number of TOTAL Workshops scheduled:
Number of Student Performances to date:	Number of Artist Performances to date:
Number of TOTAL Student Performances scheduled:	Number of TOTAL Artist Performances scheduled:
Number of Planning Sessions to date:	Number of Students:

1. What arts activities have occurred so far and how have these been activities integrated with the non-arts curriculum? Explain how teachers and teaching artists are working together to implement this project.
2. Describe any performances that have occurred so far. How have they been integrated with the residency overall?
3. How has your team decided to communicate changes and updates? How often are your meeting to review the progress of the residency as a whole?

4. What methods have been used so far to **document** and **assess** student achievement in this residency?

5. What are the current challenges of this residency? Be specific and mention individual situations or circumstances.

6. What additional technical assistance from the Art is Education staff would be helpful to this project now?

7. Please add any additional information or comments you have concerning the progress of this residency.

School End-of-Residency Report

The Art is Education Residency Report must be submitted electronically to the Art is Education staff at the completion of each and every residency. Short-term and long-term residency reports should include activities of the entire project apart from what was submitted on the Interim Report. Visit www.artiseducationcleveland.org to obtain a template of this form.

<i>Name of Residency:</i>			
<i>School:</i>		<i>Art Forms Involved:</i>	
<i>Arts Organization:</i>		<i>Other Curricular Connections Involved:</i>	
<i>Number of Artists:</i>		<i>Grade Levels Involved:</i>	
<i>Number of Total Workshops:</i>		<i>Number of Classrooms Participating:</i>	
<i>Number of Student Performances:</i>	<i>Number of Artist Performances:</i>	<i>Number of Planning Sessions:</i>	<i>Total Students:</i>

I. Residency Description

Describe the core activities of the project in answer to the following questions.

1. What arts activities occurred and how were these activities integrated with the non-arts curriculum? Explain how teachers and teaching artists worked together to implement this project.
2. Describe any performances that occurred. What role did teachers play in the coordination of these events? What role did the arts organization play? Who attended the performances?
3. **Please list the original goals for your project.** Were they achieved and what methods were used to **document** and **assess** this achievement?
4. What were the most successful aspects of your partnership? What were the major challenges? Be specific and mention individual students or situations.

5. Is there any additional technical assistance from the Art is Education staff that might have helped your project?

II. Progress Towards Project Goals

Below are the five goals of Art is Education. Explain how your residency fit within these goals. For each goal, explain why you believe you were successful or unsuccessful.

GOAL #1: Integrate the arts across the curriculum to improve academic achievement and enhance students' cognitive, social, and personal development

GOAL #2: Build the capacity of teachers and cultural organizations to design, implement, and assess the arts and arts integrated curriculum through regular professional development

GOAL #3: Support schools in developing standards-based arts-infused curriculum for all students and disseminate successful practices throughout CMSD

GOAL #4: Promote collaboration among teachers, and with community organizations to positively impact school culture

GOAL #5: Increase parent/family and community participation and engagement with the school

GOAL #6: Build public will in support of an equitable education that includes the arts for every student in CMSD

III. Documentation & Assessment

Please include at least three different work samples as documentation of your work. Include the BEST representations of the work done by your partnership. Documentation should demonstrate what was learned and how students were impacted. *One work sample must be a completed assessment/evaluation tool used by your partnership.* Documentation may include photographs, daily lesson plans, rubrics, portfolios, observations, student work samples, journal writings, visual artwork, classroom or performance video, teacher/student reflection statements, etc. Digital samples are preferred.

Attached Work Samples

1.

2.

3.

Implementing Art is Education for Arts Organizations

Below is a step-by-step guide to lead you through your year with Art is Education.

- Art is Education Arts Organizations will work with the Art is Education staff to provide samples of programs they can offer through the Art is Education website, using the **Art is Education Website Guide**.
- The Art is Education staff will contact Arts Organizations to inform them of school interest and program needs as well as the total budget allotted for the residency. The selected Arts Organization will then contact the Residency Group Leader at the school to schedule an initial planning meeting with all participating school staff.
- Art is Education Residency Groups meet with their Arts Organization to discuss an overview of the program, propose initial ideas and schedule a Partnership Workshop.
- During the Partnership Workshop the school staff and Arts Organization will jointly complete the **Arts Integrated Unit Overview** (found in the Implementation Guide) and plan how every member will participate in the program. The template is also available at www.artiseducationcleveland.org The Residency Group will submit a completed Unit Overview to the Art is Education staff via email for review and final approval.
- The Residency Group will schedule Observation Visits for the teaching artist(s) involved to visit residency classrooms. Teaching artists are expected to use the **Artist Observation Visit Guide** for these visits.
- The Arts Organization must complete and submit a **Budget Proposal** via email to the Art is Education staff for final approval. Residency workshops or related programming may not begin until a programming agreement, generated by Art is Education staff, has been signed.
- Teachers may only be paid for residency planning meetings OUTSIDE of the normal school day. Arts Organizations must submit the appropriate **Planning Meeting Sign-In** sheets to the Art is Education staff via email or fax. Art is Education will pay teachers directly from the Arts Organization's planning line item.
- The Residency Group must agree on a complete schedule for residency workshops and related events. An accurate schedule of visits must be entered onto the Art is Education website at the beginning of the residency. Directions for schedule entry are provided in the **Art is Education Website Guide**
- Once programming begins, all Residency Group members should maintain regular communication and actively participate in the program. *Monthly meetings to evaluate residency progress are encouraged.*
- For Short-Term and Long-Term Residencies, teachers and teaching artists together must submit an **Interim Report** to the Art is Education staff about one-third of the way into the implementation of the residency.
- The **Invoice Cover Sheet** (available at www.artiseducationcleveland.org) must be submitted via email to the Art is Education staff, according to the **Pay Schedule** provided. To insure accurate record keeping, invoices may include ONLY programs that have already occurred and must be submitted in the month that the program takes place.
- Art is Education staff and members of the AIE Programming Committee will make site visits throughout the year. **Classroom and Assembly Observation Forms** are provided in this guide.
- Professional Development sessions occur throughout the year. Arts Organizations providing programming are expected to send participants to Best Practices, the Art is Education Celebration, Summer Institute and other sessions as scheduled. Special Events to perform or display work occur throughout the year, and Arts Organizations will be invited to participate in these events.
- Upon completion of the residency, both the school and the Arts Organization must complete its own **End of Program Report** and submit it via email to the Art is Education staff. Short-term and long-term residencies are expected to also complete a **Interim Program Report** approximately one-third of the way into residency programming.

Art is Education Website Guide

Create a Program Idea

- Go to www.artiseducationcleveland.org
- Login using your username and password by clicking "Login" on the bottom left of the home page
- Click "Your Partner Page" on the upper right of the page
- Scroll down to the Program Idea section and click "Create a Program Idea"
- Select the Program Type from the drop down menu
- Select the Curricular Connection from the drop down menu
- Select the Art form from the drop down menu
- Select the grade(s) that this program is available to
- Write a brief description of your program. The description must include what students did and what they learned.
- Click "Save"
- You will be taken back to your Partner Page. You can repeat this process to create up to 10 Program Ideas.
- You can delete a Program Idea by clicking "Edit" under that idea, and then clicking "Delete" on the lower right of the Idea's page.
- When you are finished entering your Program Ideas, please notify the Program Director. At that time, Art is Education staff will review and publish your submissions.

Edit Contact Information

- Follow login directions above. Click "Your Info" on the upper left
- Edit your contact information
- Connections- click the boxes where your organization can provide programming. For example if you offer music programs that teach math or social studies, click only those boxes.
- Click "Save Changes"

Enter Your Schedule Online

- Follow login directions above. Click on "SCHEDULE AN EVENT" in upper right corner
- Select school where you will be offering program
- Enter the program title, type and description. Please try to be as consistent as possible
- Enter the date that the program will take place (you can type in the date or click on the calendar to select), start time, end time
- Select grade(s) that event is with (you can select more than one if more than one grade is attending)
- Click publish event
- Enter name of teacher(s) whose class you are working with during this event
- Enter name of teaching artist(s) doing event
- Enter room number where workshop is taking place
- Click save. You will return to the page that shows all events you have scheduled. A green box will appear at the top to confirm that "Event was scheduled successfully"

Once you have scheduled one event, you can copy it

- On the page that shows all events, click the "Copy" option on the right side of the screen (on the same line as the event you would like to copy)
- Make changes to time, teacher, room number, and anything else that is different
- Click "Create Copy". You will return to the page that shows all events you have scheduled. A green box will appear at the top to confirm that "Event was scheduled successfully"

Once you have scheduled a day, you can copy that entire day. For example, what happens on Monday happens again on Wednesday. Select the box to the left of each of the workshops on Monday, and near the top left of the page, where it says "Copy Selected Date to", click on the calendar icon and select the date you would like to copy to (Wednesday in this case). Select "Copy." The page will refresh and a green box will appear at the top to confirm that "The event(s) were copied successfully."

Artist Observation Visit Guide

These questions are intended to assist teaching artists as they prepare and plan for extended residencies in a school. The purpose of an observation visit is to provide greater familiarity with and understanding of the students and teachers with whom the teaching artist will work. This questionnaire is for artist use only but may be helpful in future conversations with the classroom teacher.

General Information

1. What grade level is being observed? How many students are in the class?
2. What lesson/content is being taught? What methods does the teacher use during the lesson?

Learning Environment & Resources

3. How is the classroom arranged (e.g. desks, chairs, tables, learning stations, chalkboard, bulletin boards, clock, etc.)? Consider the size and layout of the classroom.
4. What visual aids are posted around the classroom? How are they used by the students and/or teacher?
5. What audio/visual equipment is in the room for students and the teacher to use?
6. How often do interruptions occur (e.g., announcements, classroom visitors, phone calls, etc.)?

Student Attitudes & Behavior

7. Describe how students enter, exit and move about the room.
8. Describe the level of the students' enthusiasm and engagement with the learning situation.
9. Describe the interactions between students. How do they respond to or act toward each other in both positive and negative ways?
10. Which students stand out to you? Why?

11. Which students are especially uninvolved with the rest of the group?

Teacher Attitudes & Behavior

12. How are the teacher's expectations communicated to the students?

13. What did the teacher do to get or maintain students' attention?

14. How did the teacher structure his/her time during the period you observed? How did the teacher transition from one activity/task to the next?

15. In what ways did the teacher give the students feedback on their learning?

16. How did the teacher respond to students' basic needs (e.g., sharpening a pencil, using the restroom, etc.)?

Teacher Interview Questions (if time allows)

17. Are any students absent? How many students are typically absent on a given day?

18. Which students have special needs?

19. Are they receiving special services outside of the regular classroom? What accommodations are being used?

20. Which students do you consider leaders in the classroom (whether in positive or negative ways)?

21. Which students do you think are underperforming or difficult to motivate?

22. How are parents invited to participate with the class? How do you communicate with parents?



Budget Proposal

Please submit via email to the Partnership Coordinator

Name of School: _____ Residency Type: _____

Residency Title: _____

Arts Organization: _____

Indicate how many classrooms are involved at each grade level:

K	1	2	3	4	5	6	7	8

Programming Costs

Number of Classrooms x Number of Visits x Artist Rate x Number of Artists = Programming Costs

_____ x _____ x _____ x _____ = _____

Performance/ Field Trip Costs (if applicable)

Description	Cost
	Total :

Materials (if applicable)

Description	Cost
	Total:

Other Costs (if applicable)

Description	Cost
	Total :

Administrative Costs

Administrative Fees 12 %	
Teacher and Teaching Artist Planning 15%	
	Total:

Total Budget Amount _____

For Office Use Only

Date Submitted	Date Approved	Date Agreement Sent	Notes:



SAMPLE Invoice Cover Sheet

INVOICE COVER SHEET ART IS EDUCATION PROGRAMMING Organization XXXX School Name: XXXX		TOTAL DUE: \$9865.00	DATE SUBMITTED JAN 10, 2010	DATE PAID Office use only Notes:
TAX I.D. Number: XXXX Address: XXXXX City, ST ZIP Code: XXXXXXXXXXXX Organization Contact: XXXXXXXXXXXXXX		Special Instructions:		
DATE OF PROGRAM	TYPE OF PROGRAM <small>(workshops, residency day, performance, fieldtrip, video conference)</small>	NUMBER OF STUDENTS INVOLVED	GRADE LEVEL OF STUDENTS	COST PER PROGRAM
	Supplies			\$450
	Planning 15%			\$3240
	Administrative 12%			\$3175
1-20-09	Residency Day	137	4 th -5 th	\$750
1-22-09	Residency Day	137	4 th -5 th	\$750
1-27-09	Residency Day	137	4 th -5 th	\$750
1-29-09	Residency Day	137	4 th -5 th	\$750



Pay Schedule 2011-2012

Payment dates, the date checks are mailed, will be scheduled for the 15th and the last day of the month.

So you can plan accordingly, please note the schedule below for any possible payment adjustments due to weekends, vacations or holidays. Invoices must be received by the Partnership Coordinator via email at least three business days prior to the scheduled payment date; otherwise, payment will be made on the next scheduled day.

	YANEO Pay Date	Invoices Due to AIE
November 2011	Tuesday, November 15, 2011 Wednesday, November 30, 2011	Friday, November 11 Monday, November 28
December 2011	Thursday, December 15, 2011 Friday, December 23, 2011	Tuesday, December 13 Wednesday, December 21
January 2012	Friday, January 13, 2012 Tuesday, January 31, 2012	Wednesday, January 11 Friday, January 27
February 2012	Wednesday, February 15, 2012 Wednesday, February 29, 2012	Monday, February 13 Monday, February 27
March 2012	Thursday, March 15, 2012 Friday, March 30, 2012	Tuesday, March 13 Wednesday, March 28
April 2012	Friday, April 13, 2012 Monday, April 30, 2012	Wednesday, April 11 Thursday, April 26
May 2012	Tuesday, May 15, 2012 Thursday, May 31, 2012	Friday, May 11 Tuesday, May 29
June 2012	Friday, June 15, 2012 Friday, June 29, 2012	Wednesday, June 13 Wednesday, June 27

CLASSROOM OBSERVATION FORM

Date:

School name:

Arts organization:

Grade Level involved in workshop:

Program is part of (circle one):

Short Term Residency Long Term Residency 3rd Grade Program Pre-K Sampler

Observer Name:

While observing this workshop, please consider the following programmatic elements:

Pre-Planning Lesson Design Establishing Classroom Climate Assessment

The following scale should be used when scoring each statement:

- 4 – Element was visible and of excellent quality
- 3 – Element was visible and of good quality, with minor changes recommended
- 2 – Element was visible and of fair quality, with specific changes recommended
- 1 – Element was not visible

Pre-planning

There was evidence that the teacher and artist planned this lesson together. ____

Comments:

A lesson plan was provided to the observer beforehand. ____

Comments:

Lesson Design

There were clear goals for this lesson in both the arts and non-arts subjects. ____

Comments:

The lesson and its related activities addressed CMSD standards for both the arts and non-arts subject(s). ____

Comments:

Establishing a Classroom Climate

The lesson incorporated a variety of appropriate materials and teaching methods. ____

Comments:

The teaching artist encouraged participation by all students. ____

Comments:

The teaching artist had good classroom management and control. ____

Comments:

The teaching artist had good rapport with students. ____

Comments:

The classroom teacher was an active participant. ____

Comments:

Assessment

There was formal or informal assessment appropriate to the goals of the lesson. ____

Comments:

The lesson incorporated time for student reflection. ____

Comments:

Please answer the following questions.

What was the strongest aspect of this lesson?

Which areas are in need of improvement?

Additional Comments:

ASSEMBLY OBSERVATION FORM

Date:

School name:

Arts organization:

Grade Level involved in workshop:

Program is part of (circle one):

Short Term Residency Long Term Residency 3rd Grade Program Pre-K Sampler

Observer Name:

Pre-Planning

1. Did the teachers receive a study guide prior to the assembly visit? Y / N
2. Did the study guide articulate specific CMSD arts and non-arts standards addressed by the performance? Y / N
3. Was the ensemble prepared to perform on time? Y / N Comments:

Performance

4. Were the goals for the assembly presented to the audience at the start of the program? Y / N
 5. Did someone introduce the ensemble, arts organization and affiliation with the Art is Education program? Y / N
- Comments:

The following scale should be used when scoring each statement:

- 4 – Element was visible and of excellent quality
- 3 – Element was visible and of good quality, with minor changes recommended
- 2 – Element was visible and of fair quality, with specific changes recommended
- 1 – Element was not visible

There was logical sequence and flow of the presentation. ____

Comments:

The program style and goals were grade level appropriate. ____

Comments:

The performance utilized high level artistry and creative techniques to present content. ____

Comments:

Content supported learning in the both art and non-art subjects. ____

Comments:

Audience interest was maintained throughout the performance. ____

Comments:

Students and staff were involved in the program. ____

Comments:

Ensemble established a good rapport with audience: ____

Comments:

Sound quality was at an adequate volume and clear. ____

Comments:

The intended specific content area goals were accomplished in this program. ____

Comments:

Describe your overall evaluation of the assembly / performance:

Comments:

What were the strongest aspects of this performance?

Which areas need improvement?

What circumstances may have impacted the quality of the performance today?

Arts Organization End-of-Residency Report

The Art is Education Residency Report must be submitted electronically to the Art is Education staff at the completion of each and every residency. Short-term and long-term residency reports should include activities of the entire project apart from what was submitted on the Interim Report. Visit www.artiseducationcleveland.org to obtain a template of this form.

<i>Name of Residency:</i>			
<i>School:</i>		<i>Art Forms Involved:</i>	
<i>Arts Organization:</i>		<i>Other Curricular Connections Involved:</i>	
<i>Number of Artists:</i>		<i>Grade Levels Involved:</i>	
<i>Number of Total Workshops:</i>		<i>Number of Classrooms Participating:</i>	
<i>Number of Student Performances:</i>	<i>Number of Artist Performances:</i>	<i>Number of Planning Sessions:</i>	<i>Total Students:</i>

I. Residency Description

Describe the core activities of the project in answer to the following questions.

1. What arts activities occurred and how were these activities integrated with the non-arts curriculum? Explain how teachers and teaching artists worked together to implement this project.

2. Describe any performances that occurred. What role did teachers play in the coordination of these events? What role did the arts organization play? Who attended the performances?

3. **Please list the original goals for your project.** Were they achieved and what methods were used to **document** and **assess** this achievement?

4. What were the most successful aspects of your partnership? What were the major challenges? Be specific and mention individual students or situations.

5. Is there any additional technical assistance from the Art is Education staff that might have helped your project?

II. Progress Towards Project Goals

Below are the five goals of Art is Education. Explain how your residency fit within these goals. For each goal, explain why you believe you were successful or unsuccessful.

GOAL #1: Integrate the arts across the curriculum to improve academic achievement and enhance students' cognitive, social, and personal development

GOAL #2: Build the capacity of teachers and cultural organizations to design, implement, and assess the arts and arts integrated curriculum through regular professional development

GOAL #3: Support schools in developing standards-based arts-infused curriculum for all students and disseminate successful practices throughout CMSD

GOAL #4: Promote collaboration among teachers, and with community organizations to positively impact school culture

GOAL #5: Increase parent/family and community participation and engagement with the school

GOAL #6: Build public will in support of an equitable education that includes the arts for every student in CMSD

III. Documentation & Assessment

Please include at least three different work samples as documentation of your work. Include the BEST representations of the work done by your partnership. Documentation should demonstrate what was learned and how students were impacted. *One work sample must be a completed assessment/evaluation tool used by your partnership.* Documentation may include photographs, daily lesson plans, rubrics, portfolios, observations, student work samples, journal writings, visual artwork, classroom or performance video, teacher/student reflection statements, etc. Digital samples are preferred.

Attached Work Samples

1.

2.

3.

Assessment

Student assessment is an important part of curricular planning. **How do you know if students have learned what you're trying to teach?** There are multiple forms of assessment available. Assessment is closely linked to learning objectives, which are tied to the instructor's approach to teaching and learning and to teaching style. The types of assessments used should measure the stated learning objectives and be consistent with course activities and resources. Below is a brief overview of summative and formative assessments and examples of each.

Formative Assessment focuses on improving student performance and classroom instruction within a single lesson or a series of lessons. It is contrasted with **Summative Assessment** that focuses on accountability and is often done to label, sort or classify students at the conclusion of a learning experience. Summative Assessments are typically done to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time.

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs students, teachers, and teaching artists about student understanding at a point when timely adjustments can be made. Formative assessments are on-going feedback, reviews, and observations. Teachers use formative assessment to improve instructional methods and teacher feedback throughout the teaching and learning process.

Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments. One distinction is to think of formative assessment as "practice." We do not hold students accountable in "grade book fashion" for skills and concepts they have just been introduced to or are learning. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning. Another distinction that underpins formative assessment is student involvement. If students are not involved in the assessment process, formative assessment is not practiced or implemented to its full effectiveness.

Examples of Formative Assessment

- **Observations**

Observations assist teachers in gathering evidence of student learning to inform instructional planning. This evidence can be recorded and used as feedback for students about their learning or as anecdotal data shared with them during conferences.

- **Questioning strategies**

Asking good questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding. Quick checks during instruction such as "thumbs up/down" or "red/green" (stop/go) cards are also examples of questioning strategies that elicit immediate information about student learning.

- **Exit Slips**

1. Give students "tickets" – small pieces of paper designed to look like tickets, but with space for writing.
2. Ask students two questions; One that requires a factual answer about the big idea of today's lesson, but in their own words. A second question should require more explanation of a concept.
3. Give students five minutes at the end of class to write their answers. Their names do not go on these exit tickets.
4. They must give you an Exit Ticket to leave class for the day.
5. Analyze the tickets to learn how many students got the big idea and how they understand it or misunderstand it.

- **One-Minute Papers**

1. Give students an open-ended question and one to three minutes to write their answers.
2. Good questions: What is the most important thing we discussed today? Or what was the most confusing idea presented today?
3. Collect the papers and use for promoting discussion, identifying misconceptions, or confusion.
4. Photocopy samples of the papers to use with your reflections.

- **Self and peer assessment**

Students who can reflect while engaged in metacognitive thinking are involved in their learning. When students have been involved in criteria and goal setting, self-evaluation is a logical step in the learning process. With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria.

- **Student record keeping**

This process of students keeping ongoing records of their work not only engages students, it also helps them, beyond a "grade," to see where they started and the progress they are making toward the learning goal.

Summative Assessments may be given periodically to determine at a particular point in time what students know and do not know. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. Here are some examples of summative assessments:

- State assessments
- District benchmark or interim assessments
- Pre-/Post-assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades).

The key is to think of summative assessment as a means to gauge, **at a particular point in time**, student learning relative to content standards. Because they are spread out and occur *after* instruction every few weeks, months, or once a year, summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs.

Adapted from *Formative and Summative Assessments in the Classroom* by Catherine Garrison and Michael Ehringhaus, Ph. D. The National Middle School Association.

COLLABORATION IN THE CLASSROOM:

Tips from Teachers and Artists

Classroom Management		Roles During Session	
Teacher Can	Artist Can	Teacher Can	Artist Can
Make sure they introduce artist and explain the rules when they arrive	Ask teacher what the rules are	Provide encouragement and praise throughout the lesson	Encourage teacher to participate
Talk to students about the artist's visit and explain how it will be a different kind of class	Stress safety, create some order and calm students down before they leave	Assist with passing out supplies	Equip teachers to participate
Work with the artist to determine acceptable level of classroom behavior	Teach a "ready position" for any activities that involves tools and instruments	Find curricular connections and mention them as the lesson is occurring	Invite teacher to participate in a way they can't refuse
Share their rules with the artist so there is consistency	Integrate their rules with the teacher's/tag team	Take photos	Give teacher a special assignment during the lesson
Define and discuss special needs of students beforehand	Engage students first and then discuss rules	Help make groups	Have the teacher assess certain aspects of the students performance
Have a conversation with the artist about whether teacher will take responsibility for all classroom management or share responsibility	Reinforce existing classroom rules consistently (bathroom, pencils, raising hands)	Create a personal assessment that you can use while lesson is happening	Interact with teacher during the lesson.
Set their expectations for students during the artist's visit	Share what you want from students	Do the activities alongside students	Be flexible and adaptable
Emphasize differences between the arts and non-arts lessons	Implement their own management style	Work with small groups while artist works with others	Respect scheduled times
Have a classroom management meeting beforehand	Follow through with positive reinforcement	Ask the artist what they can do to make the lesson run more smoothly	Reinforce goals and objectives for the arts

Roles Between Sessions		Standards and Vocabulary	
Teacher Can	Artist Can	Teacher Can	Artist Can
Use a checklist to assess progress	Integrate the arts with another art form (include arts specialists)	Grade student art statements	Have kids write artist statements that include key terms
Send student work to artist	Provide a handout with follow-up activities	Use an arts standards poster	Bring a list of art words and how they connect to standards
Use the follow-up activities the artist gives you	Train teacher to do critique	Make an "art" word of the day	Teach elements of art
Share what they are doing with the school community, parents, newsletters, art displays	Immediately ask the teacher what worked and what didn't	Have kids wear "new words" and ask them what it means	Give kids vocabulary words that they can wear on a badge all day
Plan a culminating activity, exhibit or performance	Determine students' prior knowledge	Share standards with the artist and keep it simple	Share standards with the teacher
Use planning periods to talk about how it's going and how to improve	Do background research on theme	Review concepts, define vocabulary	Give teacher a vocabulary list
Have a peer critique session and self critique session of performance or artwork	Adjust plans as needed	Include words related to the art form in your vocabulary lists	Don't try to do too much content
Meet in your teams	Become well acquainted with school culture	Anticipate topics that fit into your curriculum	Make sure they understand the content before moving on
Prepare students	Make sure teacher and students know what will happen during next visit		
Communicate students prior knowledge to artists	Give the teacher three things to do until next visit		
Discuss lesson before and after the visit	Discuss lesson before and after the visit		
Use journals as a way to link the activities the artists does with their teaching			

Parent & Family Engagement

Parents as Arts Partners

Through programs that encourage families to engage in the arts together, Art is Education builds parents' awareness of the importance of the arts in their child's education, helps parents be advocates on behalf of arts education and connects families to the arts and cultural community in Cleveland.

Epstein's Six Types of Parent Involvement

Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully.

The following information is excerpted from Epstein's work and has been adapted to address family engagement specific to the arts.

Parenting:

Help all families establish home environments to support children as students.

- *Suggest ways for parents to create a home environment that supports learning in all subjects at every grade level, including the arts.*
- *Develop programs to assist families with health, nutrition, and other services.*
- *Enable families to share information with schools about culture, background, children's talents and needs.*
- *Provide a list of programs that can help develop children's interest in the arts (local art exhibits, organizations, or performances).*
- *Conduct home visits at transition points to pre-school, elementary, middle, and high school.*
- *Hold Neighborhood meetings to help families understand schools and to help schools understand families.*

Communication:

Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

- *Schedule conferences with every parent at least once a year, with follow-ups as needed; make sure parents communicate with all of their child's teachers including ESP Teachers.*
- *Provide weekly or monthly folders of student work sent home for review and comments; include student artwork in folders and work from ESP teachers.*
- *Create and maintain a regular schedule of useful notices, memos, phone calls, newsletters, and other communications; tell parents about Art is Education activities before they begin.*
- *Plan events far in advance so that you can use other school events as an opportunity to remind parents of important programs and events.*
- *Ask students to create letters that go home, save the date notices, and invitations to school events.*
- *Provide information on out of school activities for students.*

Volunteering:

Recruit and organize parent help and support.

- *Design a school and classroom volunteer program around the Art is Education program to help teachers, administrators, students, and other parents.*
- *Identify a variety of ways for parents and community members to be involved both in and out of school taking into account a variety of schedules.*

- *Invite parents to the parent room or family center for a variety of activities; volunteer work, meetings, resources for families, arts activities.*
- *Conduct an annual postcard survey to identify all available talents, times, and locations of volunteers. Remember to ask questions about experience in the arts.*
- *Recruit parents/volunteers widely so that all parents know their talents are welcome.*
- *Use a class parent, telephone tree, or other structures to provide information about activities happening in the school.*

Learning at Home:

Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

- *Provide information for families on skills required for students in all subjects, including the arts at each grade level.*
- *Provide parents with arts activities to work on with their child at home.*
- *Coordinate an activity with the arts specialist that students can do at home.*
- *Design interactive activities that can be shared with others at home or in the community, that link schoolwork to real life.*

Decision Making:

Include parents in school decisions; develop and support parent leaders and representatives.

- *Invite all parents to join the PTA/PTO or other parent organizations; Art is Education Leadership team, committees (e.g., curriculum, safety, personnel) for parent leadership and participation.*
- *Create advocacy groups for parents to lobby for school reform and improvements and in support of arts education*
- *Invite parents to join district-level councils and committees for family and community involvement.*
- *Develop networks to link all families with parent representatives.*

Collaborating with the community:

Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

- *Identify and integrate resources and services from the community to strengthen school arts programs.*
- *Invite community members to arts programs happening in the school.*
- *Identify information on community art activities that link to learning skills and talents.*

Adapted from: Joyce Epstein, Ph.D., et.al. *Epstein's framework of six types of involvement*. Partnership Center for the Social Organization of Schools

Glossary

Art is Education Residency Group

Each Art is Education school is divided into several teaching teams. Residency Groups are made up of teachers in similar grade levels, along with school Arts Specialists, including the Music, Visual Art, Drama, and/or Dance teachers. Suggested AIE teams are PreK, K-2, 3, 4-6, and 7-8. Teachers within these grade levels work together to develop programming with the selected arts organization to implement the project.

Art is Education Week

Art is Education Week is a significant occasion for Art is Education Schools and Staff to showcase all the hard work and happenings to the community. Parents, community partners, CMSD administrators, and civic leaders are invited to observe in-school workshops and performances.

Best Practices

Best Practices are meetings held at least three times a year after school to discuss strategies for effective arts integration and collaboration, as well as share successes, challenges, and problem-solving techniques. Each Art is Education school must send a team of administrators, staff, and teachers. Arts Organizations and teaching artists must also attend.

Celebration for Arts Education

During Art is Education Week, an event is held at City Hall. Parents, community partners, CMSD administrators, and civic leaders are invited to view a showcase of Art is Education programs. The Partnership Recognition Award is presented to an outstanding partner of the initiative.

Observation Day

Teaching Artists doing residencies with Art is Education are expected to do an Observation Day, spending time in each of the classrooms they will be working with. This is time for the teaching artists to observe the teachers and students and to learn about their classrooms, their procedures, and how they will work together. An Observation Visit Guide is provided to assist in the visit.

Partnership Workshop

After initial meetings have occurred, all Art is Education Residency Group members involved (including Classroom Teachers, Arts Specialists, Arts Organization Administrators, and Teaching Artists) must complete at least two hours of out-of-school planning with that organization. This session allows the team to plan, discuss goals for the residency and to develop procedures for how the classroom teachers and teaching artists will work collaboratively. Teachers may be paid for attending.

Professional Development Committee

The Professional Development Committee meets monthly and assists in the selection of the themes and format for mandatory professional development meetings. They assist in the identification of professional development facilitators from among teachers, artists and administrators. They also determine need within the schools and among arts organizations for additional training or professional education.

Program Brochure

The Program Brochure is a publication printed by the Art is Education Initiative. It contains a sample of the kinds of programs that partner Arts Organizations can offer, as well as other helpful information for teachers participating in Art is Education. It can be accessed online at www.artiseducationcleveland.org/resources.php

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Programming Committee

The Programming Committee meets monthly and is made up of representatives from arts organizations who participate in Art is Education. The primary role of the Programming Committee is to observe and evaluate the programs being offered through the initiative. The Committee assists partner organizations with development of new programs and refinement of existing programs.

Site Coordinator

Each school appoints one Site Coordinator who is responsible for organizing and coordinating the initiative in the school. The coordinator facilitates all communication and programming happening in the school. They follow up with partner Arts Organizations and provide updates and communicate regularly with Art is Education staff to ensure that program requirements are being met.

Summer Institute

The Summer Institute occurs over a few days during the summer. Every teacher is expected to participate. Activities may include professional development, partnership evaluation, model lessons and planning for the upcoming year. Arts Organizations are also expected to send teaching artists and administrators to the Institute.

Teaching Artist Workshop

Teaching Artist Workshops are professional development workshops designed specifically for Teaching Artists involved in the Art is Education Initiative. The workshops are an opportunity to continue developing concepts and techniques for effective teaching and arts integration.

Residency Group Leader

Each Art is Education group must select a leader. This person serves as the primary contact, assists with scheduling and facilitates communication among all teachers within the group.



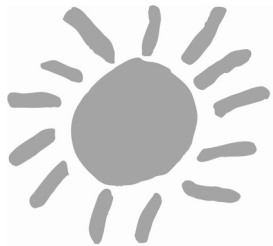
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