

# School Arts Leader Program

## Information Packet



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## School Arts Leader (SAL) Program – Introduction

The School Arts Leader (SAL) Program is a collective impact collaboration which annually guides five to eight MA school principals or district leaders to forge sustainable, high-quality arts-education programs by actively directing a team of educators, parents, and community members to develop and implement arts-education school plans. The goal is to build & support systemic change in public K-12 schools so that all students can benefit from the vital role of drama-dance-media-music-art in a complete, balanced education. The plans may include sequential, in-school arts instruction; arts integration across all subject areas; and/or utilization of outside resources and institutions.

SAL offers the support and expertise needed to sustain powerful arts programming via concentrated professional development and sustained, on-site coaching and mentoring to the school leader and arts team. This approach is modeled after the highly successful similar programs in Washington state and California, where there is an eight-year track record of improving the quality and quantity of arts programs in participating schools, as well as a host of other academic, social, and community benefits to the schools.

Arts|Learning is accepting applications from **specific school districts or individual schools** that are interested in participating in the School Arts Leader (SAL) Program for our next cohort of leaders. We are happy to work with all different kinds of districts and schools, and are especially interested in working with schools and/or districts which have 50% or higher of low-income students and students who traditionally have less arts access and equity.

The strategic process employed by the arts team is also an ideal vehicle for schools wishing to incorporate the arts into their turn-around strategies for improving overall learning and academic success.

For those interested in piloting this program in their districts, we offer you the following information:

All aspects of the program will be offered during this pilot year **free of charge** to participating schools as follows:

1. Principals or School Leaders receive a half day of training in the fall of year one
2. Each school leader is assigned an experienced retired principal as a coach for the two-year duration of this project, free of charge

3. After each principal selects his or her arts planning team, the entire team will receive a full day of training, again free of charge, during the early winter of year one
4. Arts|Learning will provide additional free coaching three times during the strategic planning process that each school's team will embark upon during the winter/spring of year one
5. A|L will review the school arts plan ready for implementation during the second year
6. During year two, participating schools will receive additional free coaching to guide implementation of their plan
7. A|L will assist the school leader and team to review and revise their plan for year three
8. Schools that successfully complete the first year planning process may qualify for a MA Cultural Council STARS Residency grants worth up to \$5,000 (pending state funding availability).

Requirements from a participating districts or schools:

1. Each school principal or school leader who is participating has to agree to be the active leader of his or her school arts planning team. The leader may not delegate this to another person.
2. Each school or district must agree to provide baseline data at the beginning and end of the project for evaluation purposes
3. The principal must agree to schedule adequate time for the schools arts team to meet regularly to develop an arts plan.
4. Each school needs to either release district employees from regular duties for meetings, or pay contractual stipends (hourly rates) for after-school hours for any meetings. The typical committee might have 3-4 teachers on it, consisting of a combination of music, art, and classroom teachers. The rest of the committee might consist of one or two parents, community leaders, representatives from any cultural organizations in your region, business partner, or a member of the local arts council from the town. These community representatives are expected to volunteer to serve on the arts planning committee of each school and would require no stipend (please see additional page on school arts teams).



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## School Arts Leader (SAL) Program

### Program Timeline Highlights

#### Spring Prior to Year One:

- Recruit, Identify, and Contract Cohort principal and/or district leader participants (5-8) for program to begin next school year.
- Assign A|L Coach for each participating school leader

#### Academic Year One:

- *Fall Semester:* ½-day training of Cohort leaders and A|L coaches together as group with project consultant, Jon Bower
- *Fall Semester:* Each Principal (1) identifies and invites team members
  - Team members must be led by the Principal
  - Team members outside of school staff are unpaid volunteers, and should include a variety of stakeholders, such as: classroom and arts teachers in the school, parents, community arts organization representatives, business leaders, local arts council representative.
  - Teacher team member meeting time during or after school adheres to union contractual guidelines.
- *Fall Semester:* Each Principal (2) collects baseline data of arts education as it currently exists in each school
  - Evaluator sets criteria and assists in helping to gather all data
- *By early January:* Each team attends a full-day of mandated professional development preferably off-site (school's choosing), led by the coach. Collection of data must have been completed prior to this training.
- *January – March:* The coach will visit the school two more times, ½ day each time, to help the team write the arts-education vision and action plan, and finalize details, including how the school will implement the plan in Year 2.
  - Important to have main plan completed before district budget process is completed.
  - Action planning elements should quickly emerge and people sign-on for various tasks.
  - Teams meet weekly to complete the plan and submit it to Arts|Learning by April 1.
- *April-May:* A|L and coaches review all plans, and meet with each school principal with suggestions for revisions or edits when necessary.
- *June:* A|L meets with coaches to review evaluation findings and debrief Year 1 to identify steps to strengthen the PD and coaching for the next year.

**Academic Year Two:**

- *Beginning Fall Semester:* The original 8 teams implement their art plans according to their own timelines and steps.
  - Each team, led by the principal or district leader, will meet monthly to monitor implementation and make appropriate revisions.
  - Coaches provide on-site coaching once each during the fall and winter, and review the progress of implementation in April.
  - *May-June*, each team will gather data to compare with baseline data from the previous year, and map out additional implementation steps for Year 3 and submit a report to Arts|Learning.
  - *May-June*, Data is reported to Evaluator for analysis and reports
  - *June*, Cohort A schools that have successfully implemented the program may automatically qualify for a STARZ residency grant from the MCC
- *June:* A|L meet with coaches to review evaluation findings and debrief both Cohorts to identify steps to strengthen the PD and coaching in the next year.



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### **School Arts Leader (SAL) Program School Arts Teams**

The School Leader should assemble a team representative of the school community, and include team members from both within the school as well as the broader community outside the school walls. Team members need to know that this is a time commitment of a full day of training (required) as well as weekly meetings for a period of between two to three months.

The following categories may be considered by the school leader when assembling a team. This is not meant to be exhaustive or prescriptive, just as a guide for consideration:

#### **From within the school or district**

*Please note: In-district employees are expected to be appropriately compensated for their time according to district employee contracts*

- Arts educator(s) (music, art, drama, dance, media arts)
- Classroom teacher(s) with expertise in a variety of subjects who recognize the importance of the arts in education
- Special education teacher
- Curriculum coordinator
- District administrator
- School Committee member
- Student

#### **From the community at large**

- Parent(s)
- Business leader
- Community arts organization representative (e.g. museums, performing groups)
- Practicing artist
- Local Cultural Council member
- Civic or faith organization
- Youth services organization
- Town finance committee member
- City or town councilor or representative
- City arts manager

Consideration should be given to having a diverse team membership that reflects various ethnicities, economic groups, gender, sexual orientation, and age from your community.



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## **School Arts Leader (SAL) Program Participating School or District Data Collection**

Before and after implementation of the *School Arts Leader Program* it is important to capture data about the status of arts education in your school or district. This will be one real measurement of the success of your arts plan and the impact it has on arts instruction, school climate, parental involvement, and academic excellence.

A baseline audit should include the following:

### **1. Arts scheduled during regular school day**

- a. Arts as a core academic discipline
  - i. List the number of FTE licensed teachers in your school that teach each arts discipline: Dance, Drama, Media Arts, Music, Visual Arts
  - ii. List the frequency and length of instruction weekly per grade of each arts discipline by a licensed teacher: Dance, Drama, Media Arts, Music, Visual Arts. Please attach the most current schedule of arts courses in your school.
  - iii. Please list the annual budget amounts for supplies to support arts programs in your school (e.g., visual arts supplies, choral or instrumental music, instrument repairs, technology hardware or software, etc.). Please translate the total amount into a per-pupil allocation.
  - iv. List designated rooms for arts instruction in the school.
  - v. Equal access to arts instruction
    1. List if there are pull-out programs, such as special education services or ELL tutoring that cause some children to miss arts instruction. List how many children, and how often this happens.
    2. List any remediation programs in math, reading, or ELA, which require some groups of students to miss arts instruction.
  - vi. School staff attitudes about arts education within the school community:
    1. Do all educators (administrators and teachers) consider the arts to be a core academic subject, equal in importance to other academic disciplines?
    2. Are the arts labeled “specials” or “enrichment” on a regular basis?
    3. Do any teachers prevent students in their classes from attending arts classes because they haven’t completed their school work?
- b. Arts Integration
  - i. List any organized, intentional effort in the school to integrate the arts across the curriculum.



- ii. List any particular teachers (of any subject) who integrate the arts in their classrooms.
  - 1. List in what grades and how frequently this occurs
- iii. Classroom *and* arts teacher(s) collaboration on arts-integrated lessons in the school
  - 1. If this happens, is this information shared with other staff members?
  - 2. Is there common planning time organized for classroom and arts teachers to work collaboratively? If yes, how frequently?
  - 3. Is there an opportunity to co-teach such lessons?
- iv. Do any of the non-arts teachers in the school have an arts background?
  - 1. If yes, in which area(s) of the arts?
  - 2. Are these skills being utilized in any particular way?
- c. Outside Resources—Does the school, or has the school, done any of the following:
  - i. Applied for grants to support teaching artists to come into the school
  - ii. Employed teaching artists to come into the school
    - 1. If yes, for what grade(s) and length of time
    - 2. If yes, was this work aligned with the regular arts instruction, with other academic subjects, or both
  - iii. Collaborated with outside cultural organizations (museum, performing arts groups, etc.)
    - 1. If yes, describe the programs for in-school time.
    - 2. Were the programs field-based or in the school
    - 3. If yes, for what grade(s) and length of time
    - 4. If yes, was this work synchronized with the regular arts instruction, with other academic subjects, or both
  - iv. Utilized volunteers who have an arts background in the school. If yes, please describe the program and how many children and how frequently this occurs.
- d. Arts Electives: Are there in-school time arts electives (such as instrumental lessons, chorus, art club, drama club, etc.)? If yes, please list and show frequency of meetings and for what period of time during the year.

**2. Arts scheduled after or before regular school hours**

- a. Provided by licensed staff members:
  - i. Please list any before-school or after-school classes or clubs that are arts-based provided to students.
    - 1. Please list number of students involved in these activities
    - 2. Please list for what period and frequency of time
- b. Provided by outside individuals or agencies or cultural organizations
  - i. Please list any before-school or after-school classes or clubs that are arts-based provided to students.
    - 1. Please describe the agency or individual(s) providing this instruction
    - 2. Please list number of students involved in these activities
    - 3. Please list for what period and frequency of time
- c. How are the above programs paid for? (e.g. school budget, grants, student activities fees, etc.)

**3. Professional Development for Staff in Arts Education and/or Arts Integration**

- a. Please list any professional development offered to your staff in any of the following areas over the past two years:
  - i. Arts Education
  - ii. Arts Integration
  - iii. Arts and STEM
  - iv. Visits to other schools that have had success in arts education/integration
  - v. Any other area not listed here

**4. Parental Involvement**

- a. Does the school schedule regular performances, classroom observations, or arts exhibits for parents and members of the community to attend? If so, please describe regular annual events, and what percentage of parents attending.
- b. Has the school attempted to capture parental feedback about these events?
- c. If yes to “b” above, what is the parental feedback about these events?

**5. Academic Impact.** We ask that you make available all data from standardized testing done in the school over a period of 2-3 years. No individual data is required, nor will any names be used. We are interested to see what impact, if any, that increased arts offerings may have on overall academic achievement. Please list typical standardized testing done during the year in the school by grade level and subject area.

**6. School Climate.** If your school uses any assessment instrument to evaluate school climate and student attitudes, we would appreciate access to that data as well. Please indicate if you assess this area, and if so, how.

**7. Other Data** may include collecting information that your school reports to DESE on suspensions, attendance, etc. which may help measure school climate.



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### School Arts Leader (SAL) Program SAL Contract

Leader Name:	
Job Title:	
School:	
District Name:	
Address, City, ZIP:	
Email:	
Work Phone:	
Cell Phone:	
Home Phone:	
Supt of Schools:	

**Arts|Learning agrees to provide the following services free of charge:**

1. Principals or School Leaders receive a half day of training in the fall of year one
2. Each school leader is assigned an experienced retired principal as a coach for the two-year duration of this project, free of charge
3. After each principal selects his or her arts planning team, the entire team will receive a full day of training, again free of charge during the early winter of year one
4. Arts|Learning will provide additional coaching three times during the strategic planning process that each school's team will embark upon during the winter/spring of year one
5. A|L will review the school arts plan ready for implementation during the second year
6. During year two, participating schools will receive additional free coaching two times to guide implementation of their plan
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Signed:

\_\_\_\_\_  
Jonathan C. Rappaport  
Executive Director, Arts | Learning, Inc.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Leader: \_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Name: \_\_\_\_\_  
Position: \_\_\_\_\_

\_\_\_\_\_  
Date