

## **Arts Education Committee to the PEP: A Blueprint for Art Education: 2011-2014**

Department of Education Responses – December 2011

**Challenge:** *Some schools consistently fail to meet the instructional requirements in the arts and fall within the lowest 5% (75 schools) as revealed in the Annual Arts Survey. These schools are not providing their students with a complete education and are not preparing them for next steps in their school, college or career.*

- Target excessed arts teachers to be strategically placed in the low 75 schools. (Fall 2011)

Assuming there are arts teacher viable candidates in the ATR pool, we will consider implementing this project in the fall of 2012. We will need to run the data for the low arts schools (5%) in late August of 2012. Keep in mind that some of these teachers may have been U-rated or are not attractive to school leaders for other reasons.

- Provide extended arts leadership training for low arts school principals through an enhanced *Shubert ArtsLeadership Institute* (Spring 2012)

This initiative has been funded by the Shubert Foundation with an added Institute date for each of the five Clusters. We are also providing intervisitations to school leaders through the Clusters as a means of more effectively building cluster and network capacity. School leaders in the 75 schools will be targeted for this outreach as well as for the other Shubert Arts Institute opportunities.

- Provide tiered down, three-year incentives to low arts schools for arts materials, resources, equipment, space renovation or arts partners based upon hiring a part or full time certified teacher of the art. Project funds to be allocated; Year one 10k/Year two 5K/Year three 3K. (Spring 2012)

This is certainly feasible for the fall of 2012 if we can secure the funding. We are working with the Fund to identify funders for this initiative as a Chancellor's priority. We will need to make sure that we identify schools with the leadership capacity to full maximize the benefits of the incentives as a catalyst.

**Challenge:** *The DOE will be hard pressed to sustain the level of arts instruction provided by certified teachers of the arts in this time of constrained resources. With constricted school budgets, principals may need to terminate arts programs and in the process will arts teacher may be excessed. We need to maximize the impact of all teachers of the arts across school sites to assure that certified teachers are reaching as many students as possible.*

- By July 1, 2011, put in place a system that allows for matching teachers of the arts with school leaders who are seeking to share teachers of the arts across school sites.

A preliminary arts personnel matching system was implemented in the summer of 2011. Impact of the teacher share mechanism will be assessed throughout this school year and to inform modifications for the 2012-2013 school year.

- By October 2011, survey all existing NYCDOE teachers to ascertain which teachers would be eligible for additional arts teaching certification. All candidates would be existing DOE teachers with a minimum bachelor's degree in the arts (dance, music, theater, visual arts). The program would support teachers through workshop preparation for the Content Special Test (CST), fee reimbursement for the CST and NYSED transcript review. Higher education partners will prepare additional course work to prepare them to take on this new instructional responsibility. This initiative could substantially increase the number of teachers of the arts within the existing talent pool.

The DOE has secured funding to launch a January survey of all current DOE teachers to ascertain which teachers are eligible for dual certification in the arts. Funding for the survey and a small pool of certification fees for theater and dance teachers has been provided by the Arnhold and Shubert Foundations. We will make outreach to higher education partners to provide additional course work to support the new/dually certified teachers. Work is being coordinated between the DOE's Talent Office and the DOE's Office of Arts and Special Projects.

- In 2011- 2012, work with higher education and arts partners to devise a plan for sustaining the arts teacher pipeline for assuring that DOE positions exist for certified teacher of the arts; **and to plan for the necessity of increased numbers of arts teachers to meet the 2014 goals.** Models might include a *Teaching Fellows for the Arts* or another program to transition professional artists and graduates of arts education certification programs into the field while supporting and improving existing higher education programs and actively encouraging DOE schools to hire arts teachers. Model plan in place by the fall of 2013 **and activated depending on the need at that time.**

Given the number graduating teachers from arts education programs currently entering the market, DOE will continue to monitor the need for a Teaching Fellows in the Arts program. A determination about the need for this program in for the 2013-14 year will be made in the spring of 2012. A Fellows program in the arts would be supported by private funds and would require higher education partners. We would also need to be assured of schools' ability to hire and fund these teachers before moving forward.

- In 2011- 2014, continue to support and ramp up arts professional development to assure that existing and new arts teachers are effective, innovative and maximizing their instructional potential. This would require a shift in current DOE fee-for-service PD model and would need to be offset with DOE tax levy funds or private support.

Professional development for teachers of the arts is a key lever in moving arts teaching and learning toward increased quality and rigor. This year, the Office of Arts and Special Projects made a concerted effort to reduce the professional development participation fee and did intensive outreach to schools. The fall of 2011 saw an eighteen percent increase in the number of teachers of the arts participating in arts professional development. Nevertheless there is capacity within current DOE professional development offerings to accommodate the additional demand.

**Challenge:** *In order to move beyond a purely quantitative measurement for arts instruction, we must provide appropriate arts assessments that reveal information about the quality of teaching and learning in the arts. This qualitative data is essential in helping all school understand the value of the arts and to evaluate the progress they are in assuring that all students are achieving in the arts and are career and college ready.*

- The existing Federal DOE grants (i-3 and AEMDD) support the creation, implementation and research around performance assessments in the arts. This pivotal and ground-breaking work is important as a national model, but is under-funded. There should be a sustained fund raising commitment to off-set existing expenses and to support the technology platform needed for this work to assure that the NYCDOE is able to support holistic arts assessments. (2011- 2014)

The Chancellor has asked the Fund for Public Schools to support this request.

**Challenge:** *Parents are a key lever in assuring that the arts are valued and sustained in individual schools. However, we have a wide range of parent engagement in the arts from their full participation and support to parent communities that do not see the value of or participate in the arts with their children.*

- By 2012-13 and in conjunction with the Office of Family Information and Action, the Department of Cultural Affairs, cultural arts partners and the Center for Arts Education, devise a plan for sustained parent workshops, activities and arts encounters for students and parents in and out of school and at school sites and cultural organizations. Private funding would be required.

We must set higher expectations for all students to ensure that our children develop the skills they need to reach their fullest potential. Principals and teachers certainly play key roles in strengthening our schools; however, it is clear that our City's public schools also need parents and families as essential partners to prepare our students for a brighter future. Parents and families are children's first teachers and their most important support system. Their expectations can fuel a child's success. As we challenge ourselves to *Raise the Bar*, we ask parents and families to commit to the effort.

True partnership means improving the way that we listen to and work with parents and families. A key part of our strategy is to prioritize the role of families and community partners, ensuring that our Department's Division of Family and Community Engagement becomes a national model for proactive outreach and for supporting and sustaining family, school, and community partnerships. The Division of Family and Community Engagement will work with the Office of Arts & Special Projects to devise a plan for working with cultural partners to develop workshops, activities and arts encounters for students and parents in targeted "Low arts" schools identified for support in the 2012-2013 school year.