



Department of
Education

Paul King

Executive Director, Office of Arts and Special Projects

ARTS EDUCATION LIAISONS – Workshop #1

New-York Historical Society

October 19, 2016

AGENDA

Registration/Check-in

8:30 – 9:00 am

Security Desk/Heather Powell

Berkowitz Sculpture Garden – 77th St. Ent. (Rotunda)

Welcome & Plenary

9:00 – 9:15

Smith Auditorium

Darleen Garner

Dir. of Arts Accountability and Support

- Equity, Access and Excellence
- Initiatives and Expectations for the School Year 2016 - 2017

What Does It Mean to be the Arts Education Liaison?

9:15 – 9:30

Annual Arts Education Survey and Annual Arts in Schools Report

9:30 – 9:50

Darleen Garner

Arts Partnerships and Grants

9:50 – 10:20

Ben Espinosa

Arts Partnership Manager

Introduction to NYHS

10:20 – 10:30

Sharon Dunn, Vice President of Education

New-York Historical Society

The “Gallery Experience” – *Aligning to the Framework for Great Schools*

10:30 – 11:20

Wrap-up and Reflections

11:20 – 11:35

Smith Auditorium

The New York Story – video

11:35 – 12:00 noon

Next Meeting – Foundation Center will present, “The Basics to Proposal Writing” for newly assigned Arts Ed Liaisons - Nov. 21, 2016

EQUITY, ACCESS AND EXCELLENCE

PROFESSIONAL GROWTH PLAN FOR THE ARTS

GOAL 1 _____

Date: _____

Strategies (What will you do?)	Time Line (When?)	Resources (What help will you need?)

Achievement Indicator:

GOAL 2 _____

Date: _____

Strategies (What will you do?)	Time Line (When?)	Resources (What help will you need?)

Achievement Indicator:

LEARNING WALK-THROUGH FOR THE ARTS

School _____ District _____

Principal _____

Assistant Principal: _____

Arts Education Liaison _____

Date: _____

SUPPORT FOR THE ARTS

School Environment	No Evidence	Some Evidence	Strong Evidence	N/A	Comments										
School climate supports learning: <ul style="list-style-type: none"> • There is a culture of mutual respect among all members of the school community. • The building is well-maintained 															
The arts are considered a vital part of the mission of the school: <ul style="list-style-type: none"> • Student work is current and displayed appropriately • There are appropriate interdisciplinary connections 															
There is administrative and programmatic support: <ul style="list-style-type: none"> • Allocation of resources • Scheduling • Room assignments 															
Community organizations and parents are involved in school initiatives.															
Cultural partnerships are an integral part of the school program.															
Arts provider services supplement the work of the school arts program staff.															
Arts Studio/ Classroom Environment	No Evidence	Some Evidence	Strong Evidence	N/A	Comments										
Rooms are: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Appropriate</td> <td><input type="checkbox"/> Well-stocked with supplies</td> </tr> <tr> <td><input type="checkbox"/> Print rich</td> <td><input type="checkbox"/> Outfitted with storage facilities</td> </tr> <tr> <td><input type="checkbox"/> Dedicated</td> <td><input type="checkbox"/> Attractively furnished and decorated</td> </tr> <tr> <td><input type="checkbox"/> Well-maintained</td> <td><input type="checkbox"/> Arranged to facilitate learning</td> </tr> <tr> <td><input type="checkbox"/> Ventilated</td> <td></td> </tr> </table>	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Well-stocked with supplies	<input type="checkbox"/> Print rich	<input type="checkbox"/> Outfitted with storage facilities	<input type="checkbox"/> Dedicated	<input type="checkbox"/> Attractively furnished and decorated	<input type="checkbox"/> Well-maintained	<input type="checkbox"/> Arranged to facilitate learning	<input type="checkbox"/> Ventilated						
<input type="checkbox"/> Appropriate	<input type="checkbox"/> Well-stocked with supplies														
<input type="checkbox"/> Print rich	<input type="checkbox"/> Outfitted with storage facilities														
<input type="checkbox"/> Dedicated	<input type="checkbox"/> Attractively furnished and decorated														
<input type="checkbox"/> Well-maintained	<input type="checkbox"/> Arranged to facilitate learning														
<input type="checkbox"/> Ventilated															
Equipment, tools, and materials are: <ul style="list-style-type: none"> <input type="checkbox"/> Neatly labeled & stored <input type="checkbox"/> Available to students 															
Reference materials are displayed and available to students.															
Student work is valued and displayed in varying stages.															
Accommodations are made for students with special needs.															

TEACHING & LEARNING	No Evidence	Some Evidence	Strong Evidence	N/A	Comments
Student Engagement Students are:					
Attentive and participating in activities.					
Ready to learn: <input type="checkbox"/> Work and materials are ready <input type="checkbox"/> Appropriate attire <input type="checkbox"/> Appropriate posture					
Creating in the art form as indicated in the Blueprint.					
Familiar with classroom routines.					
Employing technology in the production of the art form.					
Demonstrating learning through: <input type="checkbox"/> Accountable talk <input type="checkbox"/> Notebooks/journals <input type="checkbox"/> Arts work <input type="checkbox"/> Written Work <input type="checkbox"/> Portfolios <input type="checkbox"/> Other Assignments					
Teacher Practice/ Instructional Strategies Teachers are:					
Implementing the five strands of the Blueprint: <input type="checkbox"/> Arts Making <input type="checkbox"/> Literacy in the Art Form <input type="checkbox"/> Making Connections <input type="checkbox"/> Community and Cultural Resources <input type="checkbox"/> Careers and Life-Long Learning					
Creating units that are scaffolded and built on prior learning.					
Setting clear expectations for student achievement and behavior.					
Establishing class routines and structures.					
Constructing assessments/ rubrics with students.					
Designing tasks for individuals, small, and large groups.					
Facilitating peer-peer and teacher-student discussions.					
Applying differentiated strategies.					
Promoting the use of higher order thinking skills.					
Responding to students in a meaningful and timely fashion.					
Creating an environment that supports risk-taking and creative problem-solving.					

Class observed _____

Class observed _____

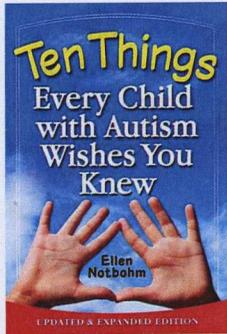
Teacher _____ License _____

Teacher _____ License _____

Teacher _____ License _____

Ten Things

Every Child with Autism Wishes You Knew



by Ellen Notbohm

from the book *Ten Things Every Child with Autism Wishes You Knew*, 2nd edition (2012, Future Horizons, Inc.)

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Some days it seems the only predictable thing about it is the unpredictability. The only consistent attribute—the inconsistency. Autism can be baffling, even to those who spend their lives around it. The child who lives with autism may look “normal” but his behavior can be perplexing and downright difficult.

Autism was once labeled an “incurable disorder,” but that notion has crumbled in the face knowledge and understanding that increase even as you read this. Every day, individuals with autism show us that they can overcome, compensate for and otherwise manage many of autism’s most challenging characteristics. Equipping those around our children with simple understanding of autism’s basic elements has a tremendous impact on their ability to journey towards productive, independent adulthood.

Autism is a complex disorder but for purposes of this article, we can distill its myriad characteristics into four fundamental areas: sensory processing challenges, speech/language delays and impairments, the elusive social interaction skills and whole child/self-esteem issues. And though these four elements may be common to many children, keep front-of-mind the fact that autism is a spectrum disorder: no two (or ten or twenty) children with autism will be completely alike. Every child will be at a different point on the spectrum. And, just as importantly, every parent, teacher and caregiver will be at a different point on the spectrum. Child or adult, each will have a unique set of needs.

Here are ten things every child with autism wishes you knew:

1. I am a child.

My autism is part of who I am, not all of who I am. Are you just one thing, or are you a person with thoughts, feelings, preferences, ideas, talents, and dreams? Are you fat (overweight), myopic (wear glasses) or klutzy (uncoordinated)? Those may be things that I see first when I meet you, but you’re more than just that, aren’t you?

As an adult, you have control over how you define yourself. If you want to single out one characteristic, you can make that known. As a child, I am still unfolding. Neither you nor I yet know what I may be capable of. If you think of me as just one thing, you run the danger of setting up an expectation that may be too low. And if I get a sense that you don't think I "can do it," my natural response will be, why try?

2. My senses are out of sync.

This means that ordinary sights, sounds, smells, tastes, and touches that you may not even notice can be downright painful for me. My environment often feels hostile. I may appear withdrawn or belligerent or mean to you, but I'm just trying to defend myself. Here's why a simple trip to the grocery store may be agonizing for me.

My hearing may be hyperacute. Dozens of people jabber at once. The loudspeaker booms today's special. Music blares from the sound system. Registers beep and cough, a coffee grinder chugs. The meat cutter screeches, babies wail, carts creak, the fluorescent lighting hums. My brain can't filter all the input and I'm in overload!

My sense of smell may be highly sensitive. The fish at the meat counter isn't quite fresh, the guy standing next to us hasn't showered today, the deli is handing out sausage samples, the baby in line ahead of us has a poopy diaper, they're mopping up pickles on aisle three with ammonia. I feel like throwing up.

And there's so much hitting my eyes! The fluorescent light is not only too bright, it flickers. The space seems to be moving; the pulsating light bounces off everything and distorts what I am seeing. There are too many items for me to be able to focus (my brain may compensate with tunnel vision), swirling fans on the ceiling, so many bodies in constant motion. All this affects how I feel just standing there, and now I can't even tell where my body is in space.

3. Distinguish between won't (I choose not to) and can't (I am not able to).

It isn't that I don't listen to instructions. It's that I can't understand you. When you call to me from across the room, I hear "*&^%\$#@, Jordan. #\$\$%^*&^%\$&*." Instead, come over to me, get my attention, and speak in plain words: "Jordan, put your book in your desk. It's time to go to lunch." This tells me what you want me to do and what is going to happen next. Now it's much easier for me to comply.20 21

4. I'm a concrete thinker. I interpret language literally.

You confuse me by saying, "Hold your horses, cowboy!" when what you mean is, "Stop running." Don't tell me something is "a piece of cake" when there's no dessert in sight and what you mean is, "This will be easy for you to do." When you say, "It's pouring cats and dogs," I see pets coming out of a pitcher. Tell me, "It's raining hard."

Idioms, puns, nuances, inferences, metaphors, allusions, and sarcasm are lost on me.

5. Listen to all the ways I'm trying to communicate.

It's hard for me to tell you what I need when I don't have a way to describe my feelings. I may be hungry, frustrated, frightened, or confused but right now I can't find those words. Be alert for

body language, withdrawal, agitation or other signs that tell you something is wrong. They're there.

Or, you may hear me compensate for not having all the words I need by sounding like a little professor or movie star, rattling off words or whole scripts well beyond my developmental age. I've memorized these messages from the world around me because I know I am expected to speak when spoken to. They may come from books, television, or the speech of other people. Grown-ups call it echolalia. I may not understand the context or the terminology I'm using. I just know that it gets me off the hook for coming up with a reply.

6. Picture this! I'm visually oriented.

Show me how to do something rather than just telling me. And be prepared to show me many times. Lots of patient practice helps me learn.

Visual supports help me move through my day. They relieve me of the stress of having to remember what comes next, make for smooth transition between activities, and help me manage my time and meet your expectations.

I need to see something to learn it, because spoken words are like steam to me; they evaporate in an instant, before I have a chance to make sense of them. I don't have instant-processing skills. Instructions and information presented to me visually can stay in front of me for as long as I need, and will be just the same when I come back to them later. Without this, I live the constant frustration of knowing that I'm missing big blocks of information and expectations, and am helpless to do anything about it.

7. Focus and build on what I can do rather than what I can't do.

Like any person, I can't learn in an environment where I'm constantly made to feel that I'm not good enough and that I need fixing. I avoid trying anything new when I'm sure all I'll get is criticism, no matter how "constructive" you think you're being. Look for my strengths and you will find them. There is more than one right way to do most things.

8. Help me with social interactions.

It may look like I don't want to play with the other kids on the playground, but it may be that I simply do not know how to start a conversation or join their play. Teach me how to play with others. Encourage other children to invite me to play along. I might be delighted to be included. I do best in structured play activities that have a clear beginning and end. I don't know how to read facial expressions, body language, or the emotions of others. Coach me. If I laugh when Emily falls off the slide, it's not that I think it's funny. It's that I don't know what to say. Talk to me about Emily's feelings and teach me to ask, "Are you okay?"

9. Identify what triggers my meltdowns.

Meltdowns and blow-ups are more horrid for me than they are for you. They occur because one or more of my senses has gone into overload, or because I've been pushed past the limit of my social abilities. If you can figure out why my meltdowns occur, they can be prevented. Keep a log noting times, settings, people, and activities. A pattern may emerge.

Remember that everything I do is a form of communication. It tells you, when my words cannot, how I'm reacting to what is happening around me.

My behavior may have a physical cause. Food allergies and sensitivities sleep problems and gastrointestinal problems can all affect my behavior. Look for signs, because I may not be able to tell you about these things.

10. Love me unconditionally.

Throw away thoughts like, "If you would just—" and "Why can't you—?" You didn't fulfill every expectation your parents had for you and you wouldn't like being constantly reminded of it. I didn't choose to have autism. Remember that it's happening to me, not you. Without your support, my chances of growing up to be successful and independent are slim. With your support and guidance, the possibilities are broader than you might think.

Three words we both need to live by: Patience. Patience. Patience.

View my autism as a different ability rather than a disability. Look past what you may see as limitations and see my strengths. I may not be good at eye contact or conversation, but have you noticed that I don't lie, cheat at games, or pass judgment on other people?

I rely on you. All that I might become won't happen without you as my foundation. Be my advocate, be my guide, love me for who I am, and we'll see how far I can go.

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Award-winning author and mother of sons with ADHD and autism, Ellen Notbohm's books and articles have informed and delighted millions in more than nineteen languages. Her work has won a Silver Medal in the Independent Publishers Book Awards, a ForeWord Book of Year Honorable Mention and two finalist designations, a Mom's Choice Gold Award, *Learning* magazine's Teacher's Choice Award, two iParenting Media awards, and an Eric Hoffer Book Award finalist designation. She is a contributor to numerous publications, classrooms, conferences and websites worldwide. To contact Ellen or explore her work, please visit www.ellennotbohm.com.

Professional Learning in the Arts 2016-17

The Office of Arts and Special Projects is committed to providing ongoing Professional Learning for Arts teachers aligned with the Chancellor's goals to foster collaborative teaching, rigorous instruction and cycles of continuous improvement. The following web of supports focuses on student achievement in the arts, content knowledge, skills and artistry. Each learning opportunity fosters teacher growth by engaging teachers of music, dance, theater and visual arts with arts resources, strategies and models that promote reflective and effective teacher practice. Each series will culminate in products for professional learning portfolios that demonstrate professional growth.

Visit our website at <http://schools.nyc.gov/offices/teachlearn/arts/professional-development.html> for an overview of all opportunities. To register for a specific series, click the headings below.

Teacher Effectiveness: Professional Learning Community for Teachers of the Arts

Each of the three professional learning opportunities concentrate on arts-specific pedagogical practices grounded in the *Blueprint*, the *Framework for Teaching*, and the *Specific Considerations*. Each session provides arts teachers an opportunity to explore, exchange, and enhance strong arts teacher practices using a collaborative model.

Citywide Professional Learning Series: Creatively Responding to the World - The Arts in Context and Their Impact on Teaching and Learning

Each three-part series addresses teaching practice, technique and arts mastery by examining art and the context in which it is created. Teachers will generate a variety of artifacts including evidence of student learning through looking at student work.

Arts Mondays Professional Learning

A professional learning series for arts educators led by Borough Arts Directors in collaboration with the Field Support Centers. Arts teachers in local professional learning communities engage in inquiry and action research around formative assessment and student progress in the arts.

New Teacher Supports: I got a job! Now what?

This six session series addresses the specific needs of first and second year arts teachers. Teachers will explore issues of rituals and routines as they connect to classroom management, long and short term planning, and relationship building pertaining to their specific discipline.

Short Course Series

Short Courses in Dance, Music, Theater and Visual Arts provide an opportunity to delve deeply into mastery of skills, and to collaborate with colleagues to closely examine a specific aspect of discipline and pedagogy.

For specific courses click on your discipline:

[Dance](#) [Music](#) [Theater](#) [Visual Arts](#)

Arts Education Liaison Series

This workshop series promotes arts liaison leadership and supports a wide range of capacity-building skills such as grant-writing and fund-raising. Additional sessions align with the Framework for Great Schools, the Common Core and understanding and using the individual School Arts Report.

ARTS PARTNERSHIPS

Resources to Help Schools Partner with the NYC Arts and Cultural Community



Knowing that rigorous arts learning at our schools cannot be complete without exposure to the rich cultural resources New York City has to offer, the Office of Arts and Special Projects (OASP) is committed to helping schools deliver meaningful arts opportunities in partnership with our City’s arts and cultural organizations. We hope you find the resources below helpful as you reach out to NYC museums, performing arts groups, arts education organizations, and other local cultural institutions to explore how you might work together to ensure your students receive the best opportunities to explore arts careers and foster lifelong learning in the arts.



Arts and Cultural Education Services (ACES) Guide

tinyurl.com/ACESGuide2

A catalog of more than 200 NYC arts and cultural organizations who provide arts education services for NYC public schools. Listings include summaries of programming and Education contacts. (See reverse side of this document for questions to ask prospective arts partners).



DOE-Contracted Vendors for Arts Education Services

tinyurl.com/DOEcontracts

Select Contract Number “R0891 Arts Education Services” after clicking on the link above to view a listing of organizations who have secured a DOE citywide contract to provide arts services for NYC public schools. Contracted vendors have gone through an initial level of screening by the DOE, including a negotiation of their service rates and a review of their programs for Blueprint/NYS arts standards alignment.



ACES Fair

An annual event where school leaders can meet representatives from up to 100 NYC organizations who are committed to providing quality arts education in NYC public schools. The ACES Fair is generally held in the spring of each year. Contact Ben Espinosa at bespinosa@schools.nyc.gov for more information.



Arts Partnership Grants from OASP

tinyurl.com/ArtsPartnerships

Funding opportunities from the Office of Arts and Special Projects offered exclusively to NYC public schools to create and strengthen school-based arts partnerships. Applications are generally accepted in the fall for projects that will take place throughout the school year.

Office of Arts and Special Projects
4360 Broadway, New York, NY 10033

schools.nyc.gov/ArtsEducation

QUESTIONS TO ASK PROSPECTIVE ARTS PARTNERS

When choosing organizations to work with your school, please consider how the partnerships align to your schoolwide goals and planned strategies. As you explore partnerships with arts and cultural organizations, several factors are important to take into account, including:

- Which arts forms are already being taught at your school?
- Which grades/classes are receiving this education?
- How will the arts organization's skills and mission fill the gaps and help you comply with NYSED arts requirements so that all students have access to arts learning?
- How can the work of various organizations and school arts staff be coordinated to complement each other and ensure that students are building their skills, knowledge, and understanding sequentially in an arts discipline from year to year, consistent with the *Blueprints*?

Before you employ the services of arts, cultural, and education organizations, there are a few important questions that should be brought up in your discussions with them.

- Learn more about out about the organization, their programs, requirements, and staff:
 - What is the organization's DOE vendor number or ID?
 - Is the organization a DOE-*contracted* vendor? If so, what is their contract number?
 - What is the organization's history within your community?
 - How familiar is the organization with your student population?
 - Is the time frame for program implementation practical and achievable?
 - How does the organization evaluate program outcomes?
 - What are the qualifications of the staff? What kind of training does their staff receive?
 - What space and equipment requirements (or other needs) do the programs require?
- When speaking to arts organizations, also ask:
 - What is their familiarity with the *Blueprints*, and how do their programs address it?
 - How will their work advance your students' arts learning and progress them toward the *Blueprint* benchmarks?
 - What assessment and evaluation tools will they use to measure student learning and their program's effectiveness?
 - In what ways will they work with your arts and classroom teachers to extend your students' learning?
 - In what ways will their work advance and support your school's overall goals?

2016-17 ARTS PARTNERSHIP GRANT PROGRAMS

From the Office of Arts and Special Projects
New York City Department of Education



ARTS for English Language Learners and Students with Disabilities

Proposals Due: **October 11, 2016**

The Arts for ELLs and SWD program supports new or expanded partnerships that create arts education opportunities for diverse groups of student participants, with a focus on English Language Learners (ELLs) and Students with Disabilities (SWD).

Schools may request between \$3,000 and \$15,000 to support Blueprints-aligned, school-based arts residencies designed to increase student achievement in and through the arts among diverse groups of learners, while developing and documenting best practices in arts education.

Arts Continuum fosters new partnerships that bridge arts learning between the elementary and middle school grades. Through this program, middle schools and their feeder elementary schools work together, in partnership with arts and cultural organizations to sustain and advance arts learning for students as they transition from elementary to middle school. Each pair of schools shares a grant of up to \$24,000 to support the development of innovative residency and curriculum plans to achieve these goals, along with the school-based arts residencies that will help bring schools' curriculum plans to life.

artscontinuum

Proposals Due: **October 25, 2016**

ARTS + FAMILY ENGAGEMENT

Proposals Due: **November 7, 2016**

Arts and Family Engagement grants leverage schools' existing arts partnerships to create more family connections to the arts programs offered at their schools. Schools and their current arts partners may request up to \$5,000 for interactive family workshops and events that showcase students' school-based arts experiences, draw connections between student

art and other academic learning, and offer innovative opportunities for shared art-making or learning. By creating new opportunities to engage around the arts, this program helps students, family members, and the school community experience the power of arts education in the school setting.

HOW TO APPLY

For additional details about each program, including application guidelines and forms, please download and carefully review each program's Request for Proposals located at:

<http://tinyurl.com/artspartnerships>

GENERAL NOTES

Applications are accepted from non-charter, NYC public school principals and assistant principals only. Each school may submit one proposal per grant program (for which it is eligible) per year. Grant funding must be fully expensed within the school year and may only be used by schools to cover services provided by their approved arts partner. If you have questions, please contact Ben Espinosa, Arts Partnership Manager, at (917) 521-3746 or bespinosa@schools.nyc.gov.

Office of Arts and Special Projects
4360 Broadway, New York, NY 10033

schools.nyc.gov/ArtsEducation

Ensure your school's voice shines through.

- Certainly collaborate with your proposed arts partner in developing a proposal, but do not allow them to write your proposal – schools must take the lead in the proposal development process.
- Avoid excessive boilerplate or copy-pasting too much content that was not prepared by you or your school team.

Illuminate connections between your school's needs and the grant program's objectives.

- Each program exists to address specific challenges we see in the field; emphasize how your school's needs, aims, and proposed project align with the purpose of the grant program to which you are applying.

Convince us of the artistic rigor involved.

- This means using language that alludes to appropriate Blueprint/NYS benchmarks, specific learning objectives, and presenting what kind of learning arc is to take place.
- Unpack and provide specific, detailed information about your proposed project/residency.
- Present a thoughtful balance between cohort size and the likelihood of meaningful arts instructional time.

Respond to the (entire) question.

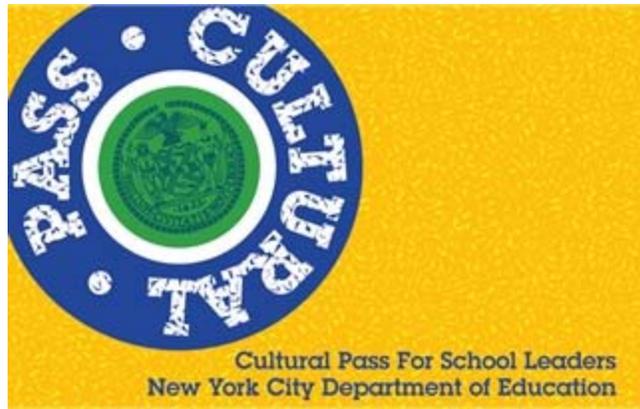
- All of the application questions (and their sub-questions) map directly to each grant program's evaluation criteria – it is in your interest to respond to everything.
- Also anticipate any follow-up questions we might have. As examples: Why focus on this particular art form?; How is this residency customized around the needs and interests of the students? How would you ensure parent attendance if you're scheduling events during the day?; How are you going to ensure student participation at an afterschool program?

Portray a partnership through and through.

- Convey a spirit of collaboration at all levels of the project.
- Demonstrate administrator and teacher involvement throughout.
- Consider how the project can involve co-teaching, co-evaluating, or other ways to enable classroom teachers and teaching artists to learn from each other.
- Sustainability of a partnership is a goal across all three grant programs – seeing collaboration throughout all levels is a way of convincing us of this.

Other General Tips

- Prepare a proposal that leaves us convinced that the project will happen as proposed. Minimize our doubts, be realistic, and when possible, include details about school capacity and a track record with similar projects and pursuits.
- Provide a great value proposition. Ensure you are asking for the right amount of funding (remember that you are not required to request the maximum amount) and present a project of excellent value given its costs and benefits. In this spirit, provide clear details about any in-kind/cash matches your school is able to contribute toward the project if your project is funded.
- Ensure your proposal features clear, concise, and typographical error-free writing.
- We recommend doing all of your writing in MS Word, utilizing the word count and copy editing tools beforehand – you ought to have all of your responses already prepared before submitting via the online application form.



Cultural Pass Program for School Leaders

Sign-Up

The registration period for spring/summer 2016 is closed. The next application cycle is October – December.

If you were eligible for a Cultural Pass or renewal sticker and completed the registration form online by August 15, a new pass or sticker was mailed to you at your school address in the fall semester.

If you missed the August 15 deadline, you may register again for:

renewal sticker - <http://www.cvent.com/d/0vqzr3>

new card - <http://www.cvent.com/d/2vqzrq>

Late requests after December 31st cannot be accommodated.

If you have any questions, please e-mail culturalpass@schools.nyc.gov.

FAQs

Q. What is the Cultural Pass Program for School Leaders?

A. The Cultural Pass Program for School Leaders was created to stimulate NYC public school leaders' interest in the cultural resources of our city. Members are provided with a Cultural Pass card that allows access to participating arts and cultural institutions for little to no cost. We believe these opportunities will lead to many more students and teachers making use of the rich arts and cultural opportunities of our city to advance teaching and learning in all subjects.

Q. Who is eligible for the pass?

A. Superintendents, Borough Field Support Center Directors, Principals, Assistant Principals and designated Arts Education Liaisons ONLY.

Q. Where can I find a list of participating arts and cultural institutions?

A. You can download the complete list of 2015-2016 participating organizations here - http://schools.nyc.gov/offices/teachlearn/arts/files/2016-17_Participating_Cultural_Institutions.pdf.

Q. How do I obtain a replacement card?

A. If you were already issued a card and need a replacement, you may request a new card by e-mailing us at culturalpass@schools.nyc.gov. Current eligibility will be verified. Requests will be processed on a monthly basis.

Q. What is the expected turnaround time for receiving a new or replacement pass or a renewal sticker?

A. Once your eligibility has been verified, a pass will be mailed to your school. Replacement pass and expiration date sticker requests are processed on a monthly basis so please allow up to one month to receive your pass or sticker in the mail.

Q. If my photograph is out of date, can I have my photo re-taken for my Cultural Pass card?

A. Regrettably, we are unable to accommodate requests to update photographs on Cultural Pass cards.

Q. Can I share my pass with family, friends, or colleagues?

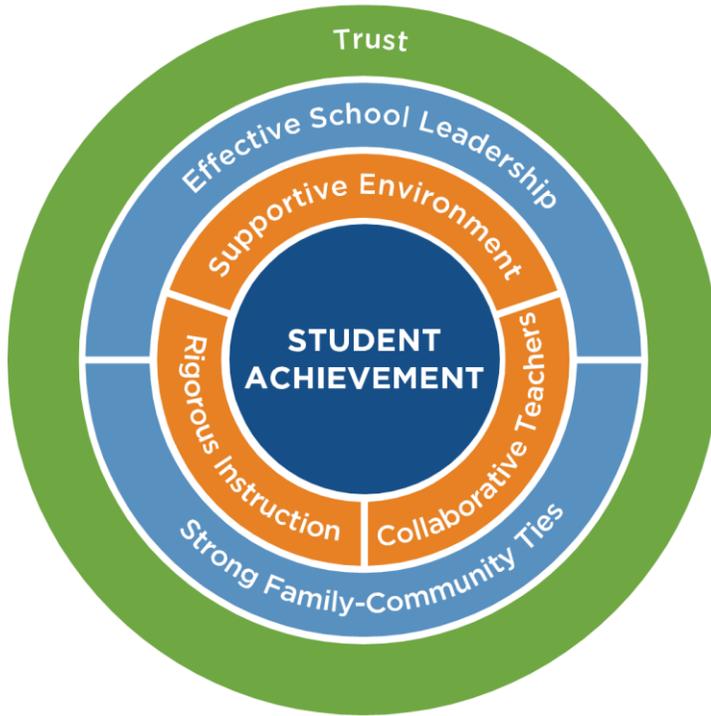
A. The Cultural Pass card is exclusive to the individual whose photograph is on the card and cannot be transferred.

Q. I tried to visit a cultural organization/institution but my Cultural Pass was not honored. What do I do?

A. Please review the most current Cultural Pass listing to ensure that the organization/institution is participating for this school year. The list of participating organizations/institutions is updated regularly. Please check your Cultural Pass to ensure that it is valid for the current school year. If the organization or institution is an active participant **and** your pass is valid, please e-mail us at culturalpass@schools.nyc.gov to report the incident so that our office can follow-up with the organization/institution.

BUILDING CAPACITY AND IMPROVING RESULTS FOR ALL

The Framework for Great Schools



The Framework for Great Schools is a fundamental change to the way the Department of Education will partner with our schools.

The Framework for Great Schools will –

- Allow the district to develop a holistic, research-based approach to school support and accountability that recognizes and celebrates what schools do every day. Our approach will honor the fact that students are more than just a test score.
- Provide tailored support to schools and foster professional learning communities.
- Hold schools and the school system accountable for the shared goal of building capacity to drive student achievement.
- Replace the spirit of competition with one of collaboration and establish a common language for improvement.
- Bring together the strengths of schools and their communities to support students throughout the school day and beyond.
- Advance educational attainment by preparing every New York City public school graduate to compete in the 21st-century workplace.

For more information, visit

<https://schools.nyc.gov/framework>

THE SIX ELEMENTS OF THE FRAMEWORK FOR GREAT SCHOOLS

Rigorous Instruction

Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment

The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers

Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership

Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties

School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust

Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

NY State Arts Requirements

The New York State Education Department's (NYSED) Instructional Requirements for the Arts outline the continuum of educational experiences students need for their academic and social development. All New York City public schools are expected to meet the NYSED Instructional Requirements for the Arts as outlined below. These requirements included in each school's Annual Compliance Review and are an important component of principals' annual performance evaluations. The DOE uses the NYSED Instructional Requirements for the Arts as the foundation for sequential arts education instructional programs because they are developmentally appropriate, and because we know that teaching and learning in these subjects is extremely beneficial for our students.

In the early grades, the study of dance, music, theater, and visual arts enriches student learning across the entire curriculum while developing students' ability to express themselves and build skills and knowledge in a variety of forms. As students move from elementary to middle school, the arts become an important vehicle for self-expression and provides an opportunity for students to focus on a particular art form along with like-minded peers, giving them sense of belonging within the school community. Finally at the high school level, students can pursue the study of a particular art form in greater depth and consider the options available for advanced study, the possibility of a career in New York City's vibrant arts community, and the chance to earn a Regents Diploma with Advanced Designation through the Arts.

State & City Requirements and Guidelines

PREK-K: Each such school operating a pre-kindergarten or kindergarten program shall establish and provide an educational program based on and adapted to the ages, interests, and needs of the children. Learning activities in such programs shall include dramatic play, creative art, and music activities.

GRADES 1-3: In grades 1 through 3, all students shall receive instruction that is designed to facilitate their attainment of the State elementary learning standards in the arts, including dance, music, theater, and visual arts. Twenty percent of the weekly time spent in school should be allocated to dance, music, theatre, and visual arts. In New York City, this is the equivalent of approximately 186 hours throughout the entire school year equally allocated between dance, music, theater, and visual arts.

GRADES 4-6: In grades 4 through 6, all students shall receive instruction that is designed to facilitate their attainment of the State elementary learning standards in the arts, including dance, music, theater, and visual arts. Ten percent of the weekly time spent in school should be allocated to dance, music, theater, and visual arts. In New York City, this is the equivalent of approximately 93 hours throughout the entire school year equally allocated between dance, music, theater, and visual arts.

GRADES 7-8: All students shall be provided instruction designed to enable them to achieve, by the end of grade 8, State intermediate learning standards in the arts, including one-half unit of study in the visual arts, and one half unit of study in music. *In New York City, one-half unit is the equivalent of approximately 55 hours of instruction by a licensed arts teacher and may be offered in dance, music, theater or visual arts.

GRADES 9-12: New York State Graduation requirements for the arts include one unit (one year) in visual arts and/or music, dance, or theater. In New York City, one unit of credit is the equivalent of approximately 108 hours of instruction by a licensed arts teacher.

Availability of Arts Sequences NYSED Requirement: High schools have the option of fulfilling the graduation requirement through either ½ unit of credit (one semester each) in both visual arts and music, or one unit of credit (one year) in one of the four arts forms. All public school districts shall offer students the opportunity to complete a three- or five-unit sequence in the arts (art, music, dance or theater)



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SAVE THE DATES – Upcoming Workshops

ARTS EDUCATION LIAISON WORKSHOPS

AEL Workshop #2: November 21, 2016 Sessions AM & PM – Basics to Proposal Writing at The Foundation Center

AEL Workshop #3: December 9, 2016 1pm-3pm – Equity, Access and Excellence at the Museum of Modern Art

AEL Workshop #4: February 8, 2017 9am-12pm – Midyear Check-Up at the Brooklyn Museum

AEL Workshop #5: March 10, 2017 Sessions AM & PM- Introduction to Fundraising Planning and Strategies for Newly Assigned Arts Education Liaisons and Parent Coordinators at The Foundation Center

AEL Workshop #6: April 2017 - Principal's Tutorial for the New Annual Arts Survey (2016-17) – WEBINAR – link TBA

AEL Workshop #7: May 2-12 1pm-3pm - Annual Arts Survey Tech Assistance for Arts Education Liaisons or Principal's Designee

- Brooklyn – TBD
- Bronx - TBD
- Manhattan - TBD
- Queens – TBD
- Staten Island – TBD

AEL Workshop #8: May 31, 2017 8:30am-3:00pm – Celebrating the Arts Education Liaisons and Students' Successes 2017 Planning Next Steps for School Year 2017-2018 at National Museum of the American Indian

2016--17 CIPL PROFESSIONAL DEVELOPMENT FEEDBACK FORM

SESSION TITLE: AELs Kick-off Event

SESSION: #1

PD SERIES: Arts Education Liaisons

Thank you for taking the time to thoughtfully complete this survey! Your feedback is critical to improving the professional learning opportunities we organize for you.

1. What is your role?

Liaison Principal Assistant Principal Teacher

Other: _____

2. What grade level(s) do you support? Please select all that apply.

PreK-2 3-5 6-8 9-12 D75

3. The <i>Handbook for Professional Learning</i> outlines the New York City DOE Criteria for Effective Professional Learning. How well do you feel today's session reflected these criteria?	N/A	Not at all	Slightly well	Well	Very well
A. purposeful	<input type="checkbox"/>				
B. tied to educator and student outcomes	<input type="checkbox"/>				
C. data-driven and research-based	<input type="checkbox"/>				
D. relevant to participants and the current educational landscape	<input type="checkbox"/>				
E. provided in a safe environment for learning and risk-taking	<input type="checkbox"/>				
F. collaborative	<input type="checkbox"/>				
G. experiential	<input type="checkbox"/>				
H. differentiated and addresses varying adult learning needs	<input type="checkbox"/>				
I. ongoing and sustainable with opportunities for reflection	<input type="checkbox"/>				
J. supported through dedicated time, resources, and structure	<input type="checkbox"/>				

4. Please describe a specific skill(s), practice(s), or content you learned as a result of today's session.

5. How might you apply new learnings from today to your work with schools?

6. As a result of this session, I know/ I am able to...	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
a. Articulate with clarity the roles and responsibilities of the Arts Education Liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use strategies/practices learned today to reflect on and address gaps in my own professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Apply my learning to current DOE priorities and compliances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How relevant were the <i>content, skills and practices</i> presented at this session to your work?	Not relevant	Somewhat relevant	Relevant
7a. What else would you like to know about the content, skills, and practices presented at the session?			
<hr/>			
<hr/>			
<hr/>			

8. How helpful was the <i>format</i> of this session in helping you learn?	Not helpful	Somewhat helpful	Helpful
8a. What suggestions do you have regarding the format of the session?			
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<hr/>			
<hr/>			

9. What further support or follow-up would you like from the Office of the Arts and Special Projects?

THANK YOU!

Name of Liaison: _____

D/B/N: _____