



**arts for all**

Los Angeles County Regional Blueprint for Arts Education



California State University  
**Northridge**

# *Arts for All* Higher Education Think Tank

## Final Report

May 7, 2010

A program by:

Enriching Lives



## **Arts for All Higher Education Think Tank**

As we enter the 21st century – the global information age – we must ensure our students are equipped to thrive in an environment that will require them to be able to shift their thinking and remain open to learning throughout their lives. Flexibility, innovation, improvisation and the ability to communicate across diverse cultures are skills crucial to future success. The arts are the most efficient way to teach those skills. By working to include and sustain the arts as part of a comprehensive K-12 curriculum, we allow students to cultivate the crucial skills they will need to function in a 21st century world.

*Arts for All* is a dynamic, county-wide collaboration working to create vibrant classrooms, schools, communities and economies through the restoration of all arts disciplines into the core curriculum for each of our 1.7 million public K-12 students. One of the key strategies to ensure high quality arts education is to improve the quality of teaching and learning. We believe that when we help build the skills, knowledge, and confidence of the people who provide arts instruction to students, they are able to translate district policies and plans into high quality student learning. Practical tools and partnership opportunities promote the collective responsibility of classroom teachers, arts teachers, and artists to deliver high quality arts education. The on-going development of teachers and artists increases their ability to raise the quality of arts education.

On Friday, May 7, 2010, *Arts for All* in partnership with California State University at Northridge, hosted the *Arts for All* Higher Education Think Tank. This event brought together decision makers throughout the education community to begin to discuss how to strategically address quality arts education in teacher preparation programs in order to impact teacher practice and student learning. Over 60 people attended representing 13 institutions of higher education, 3 foundations, 6 school districts and partners from the Los Angeles County Office of Education, Orange County Office of Education and the California Commission on Teacher Credentialing. [Please click here to see a list of attendees.](#)

Think Tank attendees participated in several sessions throughout the day addressing the following:

- Identifying and analyzing trends in higher education.
- Building consensus on the role of higher education in quality, access and equity in arts education

Participants concluded the Think Tank by reviewing documentation from the day's sessions and identified the following key priorities:

1. Develop a collective vision of arts education in teacher preparation programs
2. Deliver strong teacher preparation in the arts in pre-service teacher training programs
3. Model best practices throughout teacher training programs
4. Develop and empower advocates in institutions of higher education
5. Establish a culture that values the arts in teacher preparation programs
6. Conduct research and distribute data among stakeholders

**Please click on the following links to view documentation of Think Tank sessions:**

### **Agenda**

### **Participants**

List of Think Tank attendees

### **Welcome & Greetings**

*Michael Spagna, Dean, Michael D. Eisner College of Education*

*Ayanna Hudson, Director of Arts Education, Los Angeles County Arts Commission, Arts for All*

Attendees were welcomed to the Think Tank and provided with background information on *Arts for All*.

### **Introduction to Arts for All Higher Education Initiative**

*W. Robert Bucker, Dean, Mike Curb College of Arts, Media, and Communication*

Attendees were provided with an overview of arts education policy and funding in California, a summary of research on implementation of arts education and a call to action.

### **Panel Discussion on the Benefits of Arts Education in the Elementary Classroom**

Facilitator: *Sandra B. Chong, Director of Arts Education, Mike Curb College of Arts, Media and Communication*

Panelists: *Rachel Green, Larchmont Charter School, Kari Fretham, Culver City Middle School, Gabriela Cardenas, Para Los Niños*

Panelists discussed the inadequacy of training in arts education in pre-service programs, the use of the arts in the classroom setting and the impact teaching through the arts has on their teaching practice and student learning outcomes.

### **Trend Analysis of Current Higher Education Environment**

Attendees identified and categorized current trends in higher education into categories of emerging, established, boundary and dying.

### **Consensus Workshop on Role of Higher Education in Quality, Access and Equity in Arts Education**

Attendees participated in a collective brainstorming process to address the question, "What are the roles and responsibilities of higher education to ensure that there is high quality arts education for all students?"

### **Keynote Speaker**

*Princeton Parker, Student, Hamilton High School Academy of Music*

### **Strategic Actions to Impact Teacher Practice & Student Outcomes in the Arts**

Based on the outcomes of the consensus workshop, attendees brainstormed key strategic actions to accomplish high quality arts education in teacher preparation programs.

### **Debrief**

Attendees reviewed documentation from the day and identified key priorities for the *Arts for All* Higher Education Initiative.

The *Arts for All* Higher Education Think Tank was designed and planned under the direction of a task force that provided vision and strategic direction for the event and worked to engage stakeholders and leverage partnerships across sectors. Co-chaired by Michael Spagna, Dean of the Michael D. Eisner College of Education at CSU Northridge and W. Robert Bucker, Dean of the Mike Curb College of Arts, Music and Communications at CSU Northridge, the task force consist of various stakeholders across the education community including representatives from institutions of higher education, school districts, arts education organizations, county offices of education and foundations. [Please click here to see a full list of the Arts for All Higher Education Think Tank Task Force.](#)

## **Questions**

Contact *Arts for All: LA County Regional Blueprint for Arts Education* at [artsforall@arts.lacounty.gov](mailto:artsforall@arts.lacounty.gov) or 213-202-5858.

### ***Arts for All: LA County Regional Blueprint for Arts Education***

Established in 2002 by the Los Angeles County Board of Supervisors, *Arts for All* is the dynamic, county-wide collaboration working to create vibrant classrooms, schools, communities and economies through the restoration of dance, music, theatre and the visual arts disciplines into the core curriculum for each of our 1.7 million public K-12 students. *Arts for All* is now working directly with 39 school districts while partnering with the largest, LAUSD, and supporting 41 other districts.

To learn more about *Arts for All: LA County Regional Blueprint for Arts Education*, please log on to [www.lacountyarts.org](http://www.lacountyarts.org) and click on Arts Education.

**Los Angeles County Arts Commission**

The Los Angeles County Arts Commission fosters excellence, diversity, vitality, understanding and accessibility of the arts in Los Angeles County. The Arts Commission provides leadership in cultural services for the County, including information and resources for the community, artists, educators, arts organizations and municipalities.

To learn more about the Los Angeles County Arts Commission please log on to [www.lacountyarts.org](http://www.lacountyarts.org).



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Los Angeles County Regional Blueprint for Arts Education



California State University  
**Northridge**

**Arts for All  
Higher Education Initiative  
Think Tank Agenda**  
Friday May 7, 2010  
California State University at Northridge

- 9:00 – 9:30 **Breakfast**  
*The University Club, Northridge Room*
- 9:30 – 9:40 **Welcome & Greetings**  
*Alan and Elaine Armer Theatre*  
Michael Spagna, Dean, Michael D. Eisner College of Education  
Ayanna Hudson, Director of Arts Education, Los Angeles County Arts Commission, *Arts for All*
- 9:40 - 9:55 **Introduction to Arts for All Higher Education Initiative - Alan and Elaine Armer Theatre**  
*Alan and Elaine Armer Theatre*  
W. Robert Buckner, Dean, Mike Curb College of Arts, Media, and Communication
- 9:55 – 10:25 **Panel Discussion on the Benefits of Arts Education in the Elementary Classroom**  
*Alan and Elaine Armer Theatre*  
Sandra B. Chong, Director of Arts Education, Mike Curb College of Arts, Media and Communication
- 10:40 – 11:00 **Trend Analysis of Current Higher Education Environment**  
*The University Club, Northridge Room*  
Peggy Burt, Arts Education Consultant
- 11:00 - 12:25 **Consensus Workshop on Role of Higher Education in Quality, Access and Equity in Arts Education**  
*The University Club, Northridge Room*  
Peggy Burt, Arts Education Consultant
- 12:30 – 1:30 **Lunch**  
*The University Club, Northridge Room*  
Keynote Speaker - Princeton Parker, Student, Hamilton High School Academy of Music
- 1:40 – 3:40 **Strategic Actions to Impact Teacher Practice & Student Outcomes in the Arts**  
*The University Club, Northridge Room*  
Peggy Burt, Arts Education Consultant
- 3:40 – 4:00 **Debrief**  
*The University Club, Northridge Room*  
Peggy Burt, Arts Education Consultant  
Elisha Wilson Beach, Implementation Coordinator, Los Angeles County Arts Commission, *Arts for All*

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## Participants

### **Kristine Alexander**

Executive Director  
The California Arts Project

### **Glenna Avila**

Director, CalArts Community Arts Partnership  
California Institute of the Arts

### **Larry Birch**

Director, Professional Services Division  
California Commission on Teacher Credentialing

### **Rebecca Borden**

Arts for All, Los Angeles County Arts  
Commission

### **Robert Bucker**

Dean, Mike Curb College of Arts, Media, and  
Communication  
California State University, Northridge

### **Peggy Burt**

Arts Education Consultant

### **Inez Bush**

Arts Coordinator  
Culver City Unified School District

### **Susan Cambigue Tracey**

Director of Curriculum and Artist Training  
Music Center Education and Family Programs

### **Cynthia Campoy Brophy**

Executive Director  
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### **James Cantor**

Teacher Education Department Chair  
California State University, Dominguez Hills

### **Gabriela Cardenas**

Teacher  
Para Los Niños

### **Drew Chappell**

Professor, Theatre Education  
California State University, Fullerton

### **Sandra Chong**

Director of Arts Education  
California State University, Northridge

### **Teresa Crawford**

Director, SchoolsFirst Center for Creativity &  
Critical Thinking  
California State University, Fullerton

### **Armalyne De Lao**

Site Director  
The California Arts Project (TCAP)

### **Barbara Drucker**

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### **Patricia Easton**

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### **Kristen Engebretsen**

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Arts for All, Los Angeles County Arts  
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### **Peggy Flynn**

Arts Coordinator  
Burbank Unified School District

### **Robert Frelly**

Director of Music Education  
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### **Kari Frethman**

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Culver City Middle School

### **Helen Friedman**

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**Margaret Grogan**

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Armory Center for the Arts

**Susan Helfter**

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University of Southern California

**Betsy Holster**

Assistant Professor, Department of Visual Arts  
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**Ayanna Hudson**

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Arts for All, Los Angeles County Arts  
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**Debra Joseph**

Arts Coordinator  
Beverly Hills Unified School District

**Jan Kirsch**

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Inner City Arts

**Sofia Klitzker**

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**Joe Lewis**

Dean, Claire Trevor School of the Arts  
University of California, Irvine

**Robin Lithgow**

Administrative Coordinator  
Los Angeles Unified School District, Arts  
Education Branch

**Sheila Low**

Executive Assistant, President's Office  
Art Center College of Design

**Steven McCarthy**

Secondary Coordinator  
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**Susan McGreevy Nichols**

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Community Investor - Arts & Culture  
The Boeing Company

**Joann Ogburn Ogburn**

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Los Angeles Unified School District, Arts  
Education Division

**Raynette Sanchez**

Director of Curriculum and Instruction  
Los Angeles County Office of Education

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Associate Professor of Music  
California State University, Fullerton

**Michael Spagna**  
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California State University, Northridge

**Matty Sterenchock**  
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Herb Alpert Foundation

**Anneli Stone**  
Senior Program Officer  
W. M. Keck Foundation

**Jim Thomas**  
Coordinator, Visual and Performing Arts  
Orange County Department of Education

**Jim Thompson**  
Associate Professor, Department of Art  
Azusa Pacific University

**Geraldine Walkup**  
Visual and Performing Arts Consultant  
Los Angeles County Office of Education

**Scott Ward**  
Executive Director  
Armory Center for the Arts

**Pat Wayne**  
Director of Programs and Education  
Arts Orange County

**Tim Wells**  
Teacher  
Burbank High Vocal Association

**Tom Whaley**  
Arts Coordinator  
Santa Monica Malibu Unified School District

**Elisha Wilson Beach**  
Implementation Coordinator  
Arts for All, Los Angeles County Arts  
Commission

**Laura Zucker**  
Executive Director  
Los Angeles County Arts Commission

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## **Arts for All Higher Education Think Tank Task Force**

### **Steering Committee:**

Bob Bucker – Dean of Arts, Media and Communications – CSU Northridge  
Dorothy Fleisher – Director, Southern California Programs, W.M. Keck Foundation  
James Cantor – Department Chair, Division of Teacher Education, CSU Dominguez Hills  
Jay Kvapil – Interim Dean of the Arts, College of the Arts, CSU Long Beach  
Michael Spagna – Dean of Education, CSU Northridge  
Patricia Easton – Former Dean of Arts and Humanities, Claremont Graduate University  
Margaret Grogan – Dean, School of Educational Studies, Claremont Graduate University  
Sarah Murr – Community Investor, Arts & Culture, Boeing Company

### **Working Group:**

Cynthia Campoy Brophy – Executive Director, The HeArt Project  
Ed Trimis – Professor, University of Southern California  
Geraldine Walkup – Visual and Performing Arts Coordinator, Los Angeles County Office of Education  
Jan Kirsch – Director of Professional Development, Inner City Arts  
Jim Thomas – Coordinator, Visual & Performing Arts, Orange County Department of Education  
Armalyne De Lao – Site Director, The California Arts Project (TCAP)  
Leonardo Bravo – Director of School Programs, Music Center  
Linda Johannesen – Arts Education Consultant  
Pat Wayne – Director of Programs & Education, Arts Orange County  
Robin Lithgow – Coordinator, Arts Education Branch, LAUSD  
Susan McGreevy Nichols – Senior Director of Arts Education Policy and Practice, Griffin Center  
Talena Mara – Vice President of Education, Orange County Performing Arts Center

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## Greetings & Welcome

*Michael Spagna, Dean, Michael D. Eisner College of Education*

Good Morning. I am Mike Spagna, Dean of the Michael D. Eisner College of Education here at CSU Northridge. I want to welcome you as the co-chair of the Arts for All Higher Education Initiative and as the host institution for today's conversation.

I am really excited about being co-chair of this initiative. As the leader of one of the colleges that produces the most teachers in Los Angeles County, I see this initiative as a great opportunity to address gaps in **Quality, Access and Equity** in arts education for all the students in our region.

Let me help illuminate who is in the room:

- There are 13 institutions of higher education represented from Los Angeles County and Orange County
- I want to welcome our friends from Orange County
  - Jim Thomas from the Orange County Department of Education
  - Talena Mara from the Orange County Performing Arts Center
  - Pat Wayne from Arts Orange County
- 5 Arts for All school districts and the Arts Education Branch of LAUSD
- Larry Birch, California Commission on Teaching Credentialing
- Raynette Sanchez and Geraldine Walkup from the Los Angeles County Office of Education

I would also like to thank the Arts for All staff, who have worked tirelessly behind the scenes to coordinate today's event.

And it is my pleasure to introduce Ayanna Hudson, the Director of Arts Education at the Los Angeles County Arts Commission who spearheads Arts for All.

*Ayanna Hudson, Director of Arts Education, Los Angeles County Arts Commission, Arts for All*

I would first like to thank Mike and his counterpart Bob Bucker at the College of Art for their partnership, leadership and vision.

Your collaboration between the College of Education and the College of Art is exemplary and there is much to learn from your example.

I would also like to thank the other members of our task force who provided us with great insight and advice and recruited many of you to attend this event. You can find a list of the members in your folders.

And, I would like to thank members of our sister initiative in Orange County, Arts Advantage, the Arts Education Branch of LAUSD, and the Los Angeles County Office of Education for their leadership on the Arts for All Higher Education initiative.

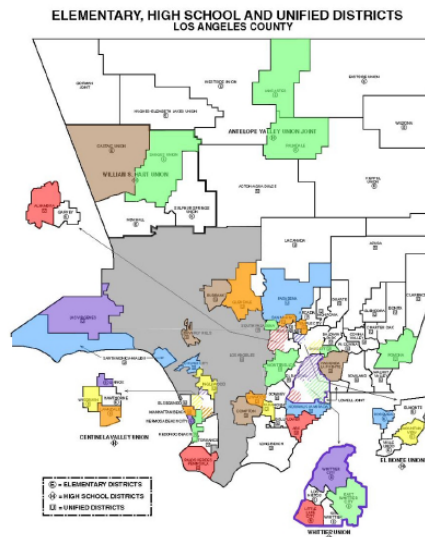
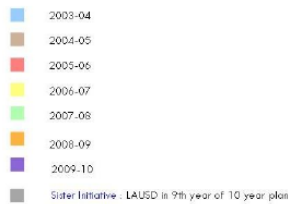
Established in 2002 by the Los Angeles County Board of Supervisors, *Arts for All* is the dynamic, county-wide collaboration working to create vibrant classrooms, schools, communities and economies through the restoration of dance, music, theatre and the visual arts disciplines into the core curriculum for each of our 1.7 million public K-12 students.

It was created to support school districts to take a more systemic - rather than a patchwork – approach to providing quality learning in and through the arts.

This initiative has provided a wonderful opportunity to partner with the Arts Advantage Education Initiative in Orange County, which offers services to districts to establish, expand, and extend arts programs in schools to foster creativity for 500,000 students.

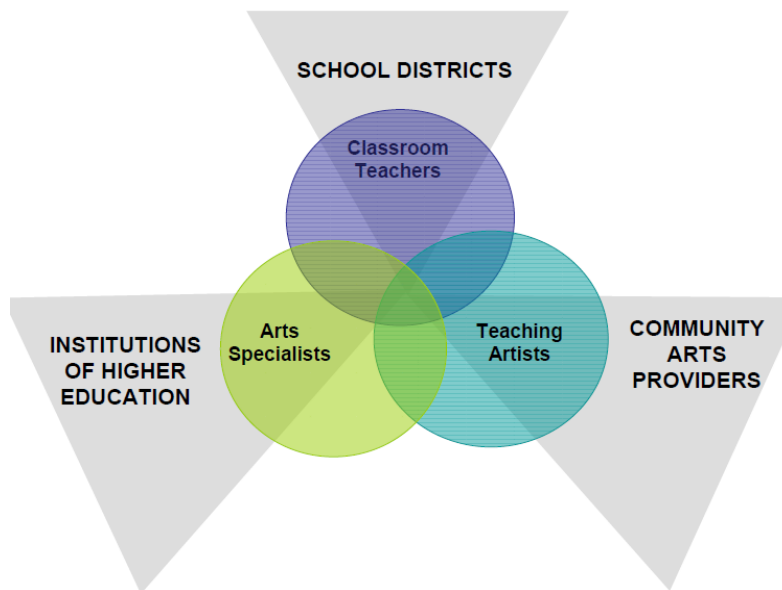
*Arts for All* is now working directly with 39 school districts while partnering with the largest, LAUSD, and supporting 41 other districts. This slide gives you a picture of how *Arts for All* has grown over the years.

**As of today:**  
**39 *Arts for All* Districts**  
**517,531 Students**  
**54% of the County**



*Arts for All* and Arts Advantage believe in a shared-delivery approach to arts instruction. In order for there to be high quality arts education we need:

- General classroom teachers
- Arts specialists
- Teaching Artists



The *Arts for All* Higher Education Initiative is designed to deepen and strengthen the collaboration between Institutions of Higher Education, school districts and community arts providers to ensure quality arts instruction for students.

Throughout all of our work, we rely on shared leadership among all of our partners to produce our programs and services. Simply put, we cannot do this work alone and all of you here today will be key to the success of this initiative.

Through *Arts for All*, arts education in Los Angeles County has seen significant improvement to infrastructure to support arts education **for the first time in more than a generation**, even as 22 percent of school districts nationally report cutting instructional time for arts and music since the enactment of the No Child Left Behind Act.

## *Arts for All*

### Arts Education Performance Indicators (AEPI)

	2005	2008
1 Board-adopted arts education policy	37%	64%
2 Board-adopted arts education plan	35%	61%
3 District level arts coordinator	12%	39%
4 5% or more of general budget for arts education	15%	3%
5 Ratio of 400:1 students to credentialed arts teachers	10%	16%

Yes, many districts are making cuts to their arts education programs, but they are making cuts everywhere and the arts programs are being curbed proportional to other programs. Unlike in the past, they are not being unilaterally eliminated.

Some *Arts for All* school districts are steadfastly maintaining their commitment to arts education and moving forward with their plans. These districts specifically sight the infrastructure that has been set through the implementation of their plans and policy as the reason they have been able to weather this storm.

These are unprecedented economic times in California and everyone is being faced with hardship but we believe that once we emerge from these challenging times – which will happen – our school districts will be prepared to advance arts education in even greater ways.

I would now like to introduce you to Bob Buckner, Dean, Mike Curb College of Arts, Media, and Communication here at Cal State Northridge.

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## Introduction to Arts for All Higher Education Initiative

W. Robert Bucker, Dean, Mike Curb College of Arts, Media, and Communication

Thank you, Ayanna, and Good Morning. These are exciting times at CSU Northridge and when I was approached by *Arts for All* to co-chair this initiative, there was no way I could say “no”.

I am heartened to see so many colleagues and counterparts from across the Southern California region in the room. And I want to thank all of you for taking the time from what I know to be very busy schedules to participate in the launching of the *Arts for All* Higher Education Initiative.

This initiative is grounded in the belief that when teachers in training are equipped with the arts they are better able to teach in *ANY* educational setting and they are better able to reach *ALL* the students in their classroom.

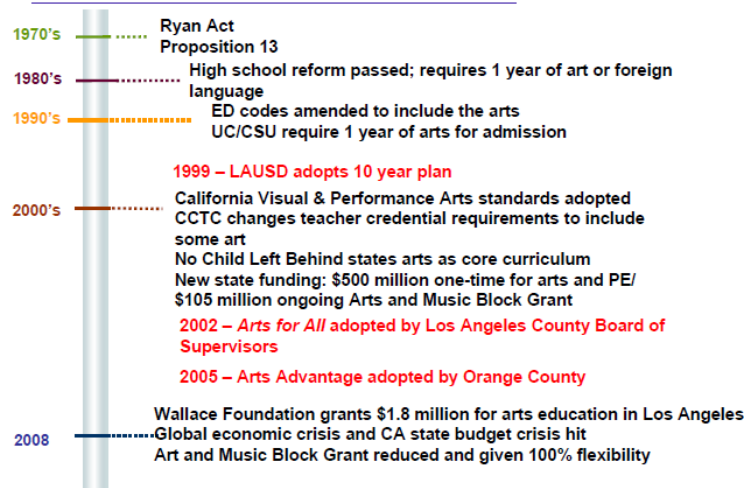
As mentioned earlier, this initiative seeks to further develop partnerships between institutions of higher education, school districts and the community arts providers across Southern California to develop new program models and pathways for including the arts in the preparation of classroom teachers.

Today is just the beginning of what we hope will become a multi-year initiative that will change the way teachers are prepared.

There is a lot of work ahead of us and to get us off on the right foot I want to start with covering some background information on arts education in California.

I am not going to spend time trying to convince you of the importance of arts education. I think everyone’s presence in the room is evidence of your understanding of this. However, I do want to address the some of current gaps in arts education that have led to the creation of this initiative. But first, I would like to take a moment to refresh our memories and do a quick review of California Arts Education Policy and funding.

### Overview of Arts Education Policy in CA



The 1970s were not good times for arts education. The Ryan Act brought about the elimination of arts-course training requirements for elementary teachers and Proposition 13 lead to deep cuts to arts in public schools.

The 80s and 90s brought about a change in tide for arts education. UCs and CSUs begin to require 1 year of the arts for admission which lead to reforming high school requirements to include the arts.

The momentum continued into the 2000s where we saw California adopt state standards for the visual and performing arts, NCLB identified the arts as a core academic subject and the California Commission on Teacher Credentialing changed teacher credential requirements to include the arts. Most exciting of all, ongoing, categorical funding for the arts was granted by the state through the Arts and Music Block Grant.

Throughout this time the 3 sister initiatives for arts education were launched in the Southern California region ; LAUSD's 10 year plan, Arts for All in Los Angeles County and Arts Advantage in Orange County.

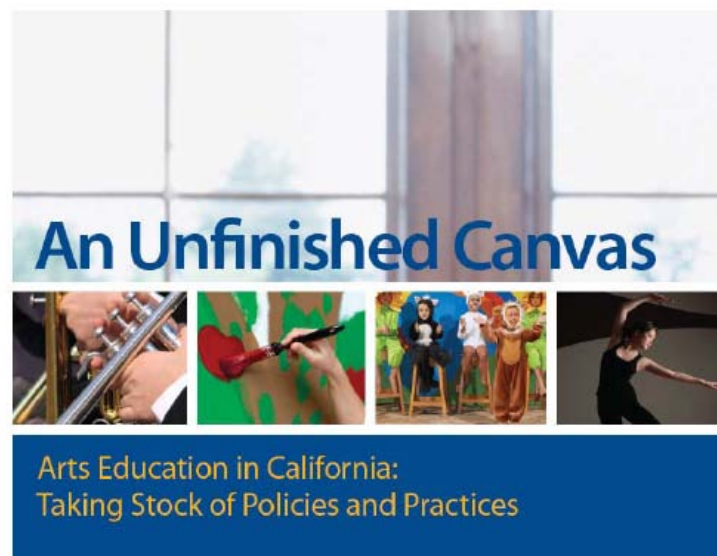
In 2008, the Wallace Foundation granted 1.8 million dollars to Arts for All and LAUSD to help further expand the efforts to provide quality arts education to all public school students in Los Angeles County

The 2008-09 school years brought about more difficult times. In addition to severe budget cuts, funding for the Arts and Music Block Grant was reduced and school districts were giving 100% spending flexibility with the funds. This trend continues and school districts will probably not get relief for another couple of years.

So, although we have seen significant advancement of the visual and performing arts in public education over the past decade, there is still a considerable amount of work to be done to ensure every student has equitable access to quality arts education.

In order to achieve this we need to understand where the gaps exist.

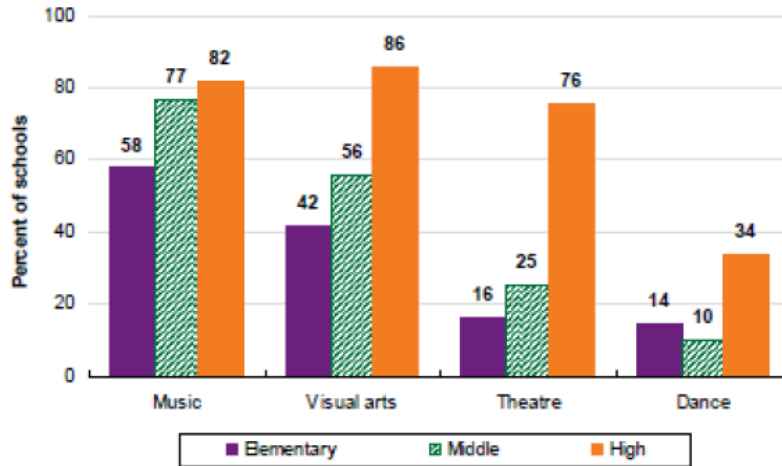
In 2007, SRI released the report *"Unfinished Canvas: Arts Education in California: Taking Stock of Policies and Practices."*



This study examined several key indicators of the status of Arts Education in California. Although the data was collected on a state level, it gives a good picture of what is happening in schools.

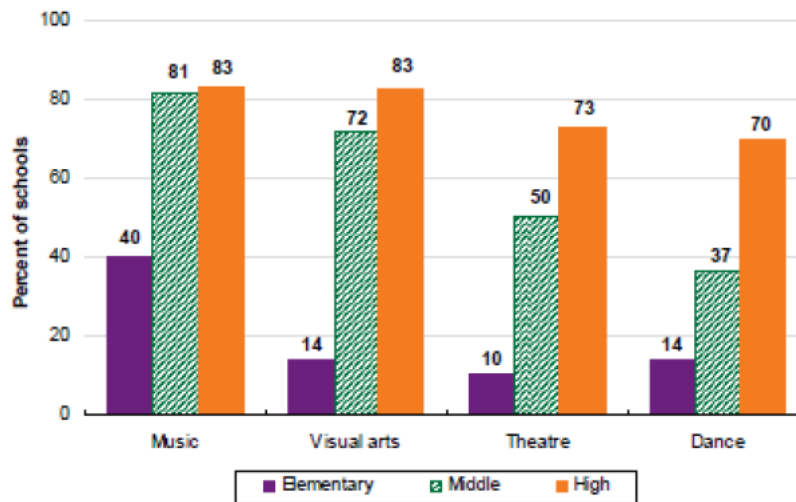
Some of the key findings of the report are as follows:

**Exhibit 3-2**  
**Sequential, Standards-Based Courses of Study, by School Level**



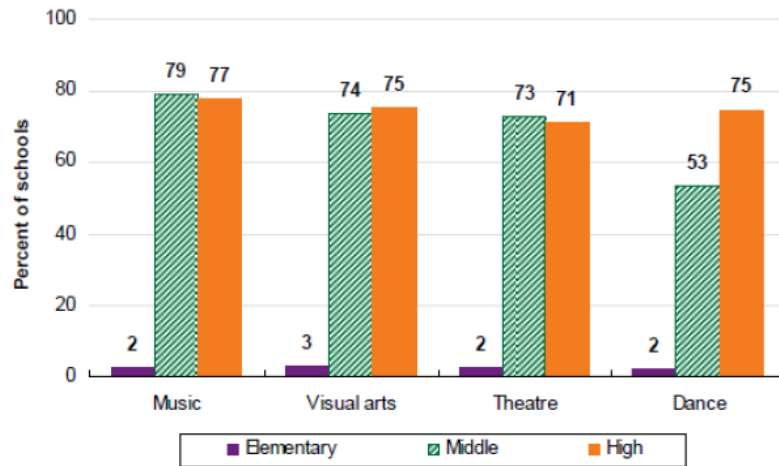
Although many schools are working towards establishing standards-based courses of study in all the four disciplines, there is a tremendous gap between what is being taught at the elementary level, see the purple bar, and the other grade levels.

**Exhibit 5-2**  
**Schools With Full-Time, Certified Arts Specialists, by School Level**



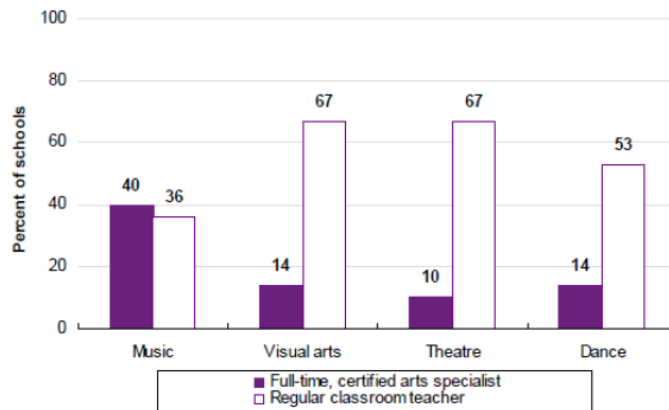
Furthermore, the purple bar on this slide shows us that elementary schools are much less likely to employ specialists than secondary schools . . .

Exhibit 4-9  
**Student Participation in Daily Arts Instruction, by School Level**



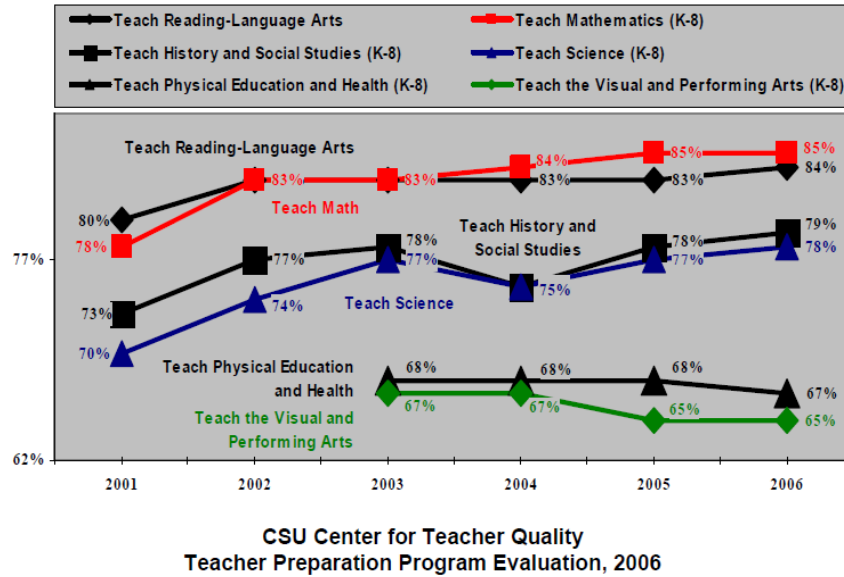
. . . so there is less arts instruction at the elementary level and a weak foundation for more advanced arts courses in the upper grades. Again, just take a look at the purple bar.

Exhibit 5-6  
**Elementary Schools With Full-Time, Certified Arts Specialists or Classroom Teachers Providing Arts Instruction**



And once again, the purple bar shows us that the responsibility to provide arts instruction is left to the classroom teachers.





This slide shows the results of an evaluation conducted by California State University Center for Teacher Quality on teacher preparation program. I know this is a busy slide but I am only showing this to you to indicate one point. Preparation in the arts is shown by the green line. Close to 40% of generalists teachers are not prepared to teach the arts.

In 2008, SRI followed up with *“An Unfinished Canvas: Teacher Preparation, Instructional Delivery, and Professional Development in the Arts.”*



One of the main purposes of this study was to investigate how elementary classroom teachers are prepared to teach the arts.

Here are some of the key findings and the reasons we are here today.

- **The arts subject matter requirements for prospective elementary teachers vary from one IHE to another.**

- Undergraduate courses in the visual and performing arts **may or may not focus on the teaching of the arts** in elementary classrooms.
- Multiple-subject teacher preparation programs offer little arts-specific coursework; **some require none.**
- Among multiple-subject programs requiring coursework in the arts-specific pedagogy, **requirements differ substantially, and no consensus exist** about how arts methods should be taught to future elementary classroom teachers.
- **Lack of time in credential programs, lack of opportunities to practice teaching the arts, and declining enrollment in undergraduate arts courses are the major challenges to preparing elementary classroom teachers.**

The main point of these findings is there is no consensus or consistency to the training of teachers in the arts.

So, we feel it is important to begin this work by focusing on the classroom teacher, especially the generalists and the question I pose to you today is, from our positions of leadership in education, what can we do to change this?

Today we are going to begin to address this question by discussing the current landscape of Higher Education, developing a theory of change on the role of Higher Education in Arts Education and defining strategic actions to move this initiative forward.

But, before all of this we are going to hear from the teachers on the ground that are doing the hard work to further set the context for the day.

So at this point I would like to hand the floor over to Sandra Chong, Director of Arts Education here at CSUN, who will facilitate a panel of teachers in a discussion on the use of arts education in the classroom.

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## **Panel Discussion**

Facilitator: *Sandra B. Chong, Director of Arts Education, Mike Curb College of Arts, Media and Communication*

Panelists: *Rachel Green, Larchmont Charter School, Kari Fretham, Culver City Middle School, Gabriela Cardenas, Para Los Niños*

Facilitator Sandra B. Chong lead a panel discussion with generalists classroom teachers on the inadequacy of training in arts education in pre-service programs, the use of the arts in the classroom setting and the impact teaching through the arts has on their teaching practice and student learning outcomes.

The panelists came from various educational and teaching backgrounds with differing levels of experience in the arts. Their experience ranged from a B.A. in Theatre to absolutely no experience in the arts prior to becoming a teacher. All of the panelists agreed that they did not receive adequate training in the arts in their pre-service programs. Although each stated they had participated in arts classes, they did not feel that they were provided with the tools necessary to effectively implement high quality arts education in their classrooms. As classroom teachers, all of the panelists have participated in professional development in arts education provided by their current schools and some have sought out learning opportunities in the arts on their own time.

Regardless of their access to training in the arts, all of the panelists felt that the arts had been an imperative tool in their success as a classroom teacher. They felt that the arts enhanced their teaching abilities and supported them in providing their students with multiple learning opportunities. The arts have helped some of the teachers to see their students in a different light in terms of what they are capable of and learn new ways to present material to their students. Panelists felt that when they used the arts to teach, the students were more engaged in the learning process and were better able to make connections to their day-to-day lives. One teacher found that using the arts provided her with ways to better assess her students' understanding of material, especially students that may have difficulty responding in traditional ways.

Although panelists felt that ongoing professional development in the arts is necessary, incorporating this training into teacher preparation programs would be most beneficial. All panelists felt that strong training in the arts in pre-service programs for teachers would improve teachers' capacity to teach in a classroom setting and equip teachers with a tool that would support them in improving student learning across all subjects.

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## Trend Analysis of Higher Education

*Participants identified and categorized current trends in higher education into categories of emerging, established, boundary and dying*

<p style="text-align: center;"><b>EMERGING</b></p> <p style="text-align: center;"><b><i>Which trends and practices are picking up momentum and acceptance?</i></b></p> <ul style="list-style-type: none"> <li>• Charter schools issuing credentials</li> <li>• Focusing on education as social justice/education/cultural change (El Sistema)</li> <li>• Bridging programs from high schools and community colleges to four-year institutions</li> <li>• Hiring faculty with K-12 teaching experience</li> <li>• Sustainability</li> <li>• Departments collaborating on college campuses</li> <li>• Colleges collaborating</li> <li>• Media Arts</li> <li>• Application of theory and practice are closer together</li> <li>• Conversation about inquiry-based learning</li> <li>• Push for more courses offerings</li> <li>• Transition to online courses</li> <li>• Recognition of the importance of diversity</li> <li>• Increased student debt</li> <li>• For-profit education</li> </ul>	<p style="text-align: center;"><b>ESTABLISHED</b></p> <p style="text-align: center;"><b><i>Which trends and practices are mainstream or standard operating procedures?</i></b></p> <ul style="list-style-type: none"> <li>• Remedial Education</li> <li>• Student support services</li> <li>• If it's not tested it's not taught</li> <li>• Community-based learning</li> <li>• Isolated subject areas</li> <li>• Teaching content, not how to teach</li> <li>• Carnegie units and seed time</li> <li>• Interdisciplinary</li> <li>• Professors modeling</li> <li>• Honoring teaching pedagogy</li> </ul>
<p style="text-align: center;"><b>BOUNDARY</b></p> <p style="text-align: center;"><b><i>Which new ideas are pushing/need to become accepted trends and practices?</i></b></p> <ul style="list-style-type: none"> <li>• The economy</li> <li>• Interaction with new media</li> <li>• Being aware of a learning pervasive environment where students access learning directly using technology</li> <li>• Teaching the whole child</li> <li>• Globalism</li> <li>• Move toward project-based, collaborative learning</li> <li>• Situated learning without course titles</li> <li>• Model standards-based practices</li> <li>• Necessity for fluency in more than one language</li> <li>• Dual-immersion strategies</li> <li>• Looking for cheaper business models – tenure gone-anyone can teach online</li> <li>• Increase competition for scarce resources</li> <li>• More special ed prep for teacher, including counseling</li> <li>• Putting the fun back into learning</li> </ul>	<p style="text-align: center;"><b>DYING</b></p> <p style="text-align: center;"><b><i>Which trends and practices are concepts whose viability is overly questioned?</i></b></p> <ul style="list-style-type: none"> <li>• Isolated subject areas</li> <li>• Teaching content, not how to teach</li> <li>• Affordability</li> <li>• In-roads we've made into arts education</li> <li>• Highly qualified teachers knowing how to teach the arts</li> <li>• Risk taking</li> <li>• Honoring of teaching and pedagogy</li> <li>• Time to learn how to be a teacher</li> <li>• Course offering diminishing</li> <li>• Job security, tenure, career, value</li> <li>• Equity and access</li> <li>• Male student population on the decline</li> </ul>

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## Consensus Workshop

Attendees participated in a collective brainstorming process in which ideas were clustered into categories to address the question, **“What are the roles and responsibilities of higher education to ensure that there is high quality arts education for all students?”** Category titles were created to encompass the big ideas of the clusters

<b><i>Developing and empowering advocates from within the university</i></b>	<b><i>Deliver strong teacher preparation in arts pedagogy</i></b>	<b><i>Model best practices to include project-based learning</i></b>	<b><i>Establish a culture that values of the arts as part of the core curriculum</i></b>	<b><i>Conduct research and distribute data</i></b>
Advocacy to policy makers, parents, students, educators	Arts pedagogy as core curriculum	Walk the talk – model pedagogy and best practices that teachers are being trained in	Culture of the arts as good teaching	New research based on data driven models of arts integration
Advocacy for redefining “well educated” and public education	Consistency of pre service training in the arts	Blending theory and practice	Arts as core in all advanced degrees	Funding to develop integration between neuroscience learning and the arts
Advocacy – inform decision makers	Transforming and exploring new teaching practice in the arts	Model best practices – (community bridges project-based learning, educate whole teacher)	Teacher buy-in	Examine miracle of el sistema
	Strong student teacher programming in arts (pedagogy)	Faculty with K-12 experience	Have fun	
	New courses developed – “new classroom”	Provide model of high-quality arts events/projects	Provide auxiliary opportunities for non-credential students in teaching and learning	
			Arts as core in all advanced degrees	
			Liberal arts education before specialization	
			Equal access of arts for all – K-16 fluidity	
			Get “wet” in the arts/Arts Flood	
			An expanding definition of the arts to include all people	

**Consensus Workshop**  
**Cont...**

<b><i>Provide ongoing mentoring and support for arts delivery in classrooms</i></b>	<b><i>Provide arts integration courses for pre-service and in-service teachers</i></b>	<b><i>Develop and build strong relationships with K-12 education and community</i></b>	<b><i>Design and deliver new degree programs to include credential and advanced degrees</i></b>	<b><i>Train teachers to effectively assess the arts</i></b>
Mentoring, observation, evaluation includes the arts	A course in how to integrate	Create partnerships between K-12 and community	Supporting credentialing in dance/theater with accompanying pedagogy	Assessment and instruction differentiated in the arts
Mentoring students and teachers	Provide courses in arts integration for “experienced credentialed teachers” – partner with districts to provide	PD for teachers, K-12, teacher educators, in community arts spaces	Offer master’s in arts education	Effective advocacy for better way to assess student
Authentic field experiences	Break down walls between content areas	Field work for professors	Ed degree/phd/ in the arts	
Arts methods support through BISA		Higher ed faculty regularly in K-12 classrooms integrating the arts and vice versa	Every K-12 school as a lab school	
			Evaluate the credential program	
			Provide effective credential programs (pedagogy)	

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## **Keynote Speaker**

*Princeton Parker, Student, Hamilton High School Academy of Music*

High school student Princeton Parker, a junior at Hamilton High School Academy of Music, addressed Think Tank attendees on the importance of arts education and the influence the arts have had on his life.

Mr. Parker began by speaking of his personal experiences in the arts while in school and how they have affected him not only as a student but also as a person. He felt that he had been given the opportunity to participate in various art activities throughout his time in school and that every student should have access to the same thing. He stated that unlike many other students, he was lucky enough to have amazing teachers that recognized his talents and encouraged him to learn more. Mr. Parker believes that the arts, especially music, have acted as a gateway to learning and provides him with a framework for discipline that he can apply to his other studies. He felt that his engagement in learning and success as a student is inherently related to his participation in the arts and the support he has received from his teachers along the way.

Mr. Parker thanked attendees for all of the hard work and dedication they have given to improving education for children. Furthermore, he reminded attendees that they had the power to ensure that the arts are a part of every child's education and he asked that they continue to work to improve students' access to the arts.

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## Strategic Actions Workshop

*Based on the outcomes of the consensus workshop, attendees brainstormed and categorized key strategic actions to address the question, “What are some key strategic actions we can take to realize our vision of high quality arts education in teacher preparation programs?” Category titles were created to encompass the big ideas of clusters.*

<b>Develop and empower advocates inside and outside of the university</b>	<b>Deliver strong teacher preparation in arts pedagogy</b>	<b>Model best practices to include project-based learning</b>	<b>Establish a culture that values of the arts as part of the core curriculum</b>	<b>Conduct research and distribute data</b>	<b>Provide ongoing mentoring and support for arts classrooms</b>
K-16 gathering on a local level	Use models from other professions (medicine, law)	Access best practices for paradigm shift - identify models	Connect multi-disciplinary awareness thru K-16 community and university settings	Research+practical application =change	Send university faculty out on site visits
Speak with one voice	Workshops to prepare teachers to identify and address student learning affinities	Research other country's programs and models	Marketing to ride the coattails of pop culture	Comprehensive arts research journal	
Build consensus among decision makers for a shared vision	Developing higher ed faculty's skills in VAPA	Create a cadre of university leaders (deans/dirs of teacher ed, arts & sciences; policy makers; experts)	Principals evaluated on the success of arts plan implementation	Disseminate and integrate arts education research in teacher prep	
Write an advocacy for parents: what to demand from schools	Develop curriculum for the future	Develop trans-disciplinary arts-based approaches to teaching/learning with assessment and evaluation			
	Train faculty in true integration	Evaluate programs effectiveness – student learning, transformative practices			
	LA Basin Ed Deans meeting in arts integration	Publish findings and work with state to change credentialing			
	Eliminate teacher performance assessment exams	Develop plan to implement across universities			
	Feedback from alums to inform improvement	Look at other professional programs (medicine)			
		Don't talk about STEAM w/o scientists			
		Video/model best practices- post on website (laarts.org)			
		Refocus all education courses using arts integration			
		Think tanks that include other subject departments			



**Strategic Actions Workshop**  
*Cont...*

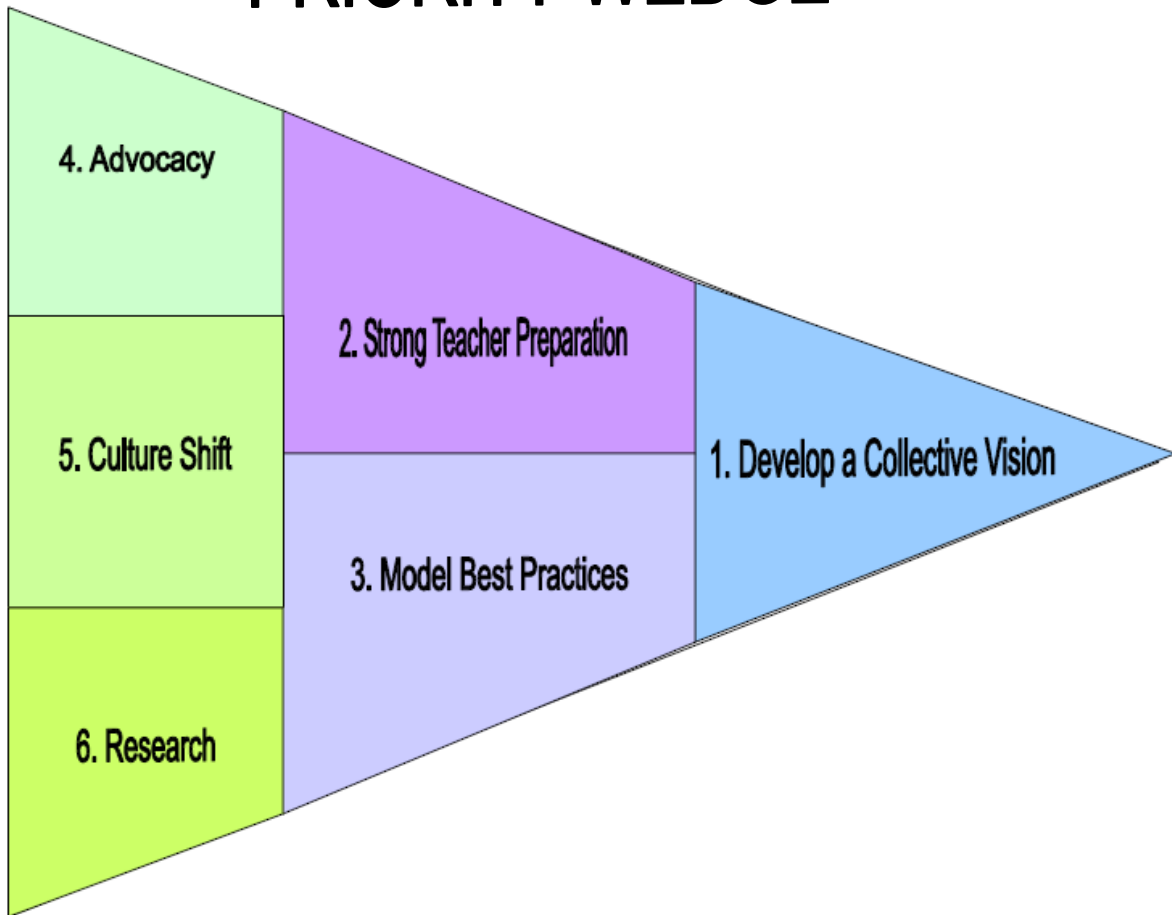
<b><i>Provide arts integration courses for pre-service and in-service teachers</i></b>	<b><i>Develop and build strong relationships with K-12 community, institutions of higher ed</i></b>	<b><i>Design and deliver new degree programs to include credentialing and advanced degrees</i></b>	<b><i>Train teachers and principals to effectively assess the arts</i></b>	<b><i>Develop cultural fluency and broad literacy through the arts</i></b>	<b><i>Use arts to initiate systemic change in higher education – paradigm shift</i></b>
Think tanks that include other subject departments	Clearinghouse for best practices research to bridge university, K-12 and arts ed providers				
Identify models of arts integration					

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## Debrief

Attendees reviewed documentation from the Consensus and Strategic Actions workshops and identified key priorities that would have the largest impact on improving arts education training in teacher preparation programs. Categories are listed in order of importance to leverage systemic change in institutions of higher education.

# PRIORITY WEDGE



1. Develop a collective vision of arts education in teacher preparation programs within institutions of higher education
2. Deliver strong teacher preparation in the arts in pre-service teacher training programs
3. Model best practices throughout teacher training programs
4. Develop and empower advocates in institutions of higher education
5. Establish a culture that values the arts in teacher preparation programs
6. Conduct research and distribute data among stakeholders

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