



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Attachment to the Comprehensive Arts Education Plan *SB 66*

Comprehensive Arts Education Implementation Plan

This Implementation Plan is provided as an attachment to the Report to the North Carolina General Assembly: *Comprehensive Arts Education Plan* SB66, which was submitted to the Joint Legislative Education Oversight Committee on December 2, 2010.

March 1, 2011

S66 Comprehensive Arts Education Implementation Plan

From September 22 through November 10, 2010, the S66 Task Force developed its vision statement and recommendations that comprise the *S66 Comprehensive Arts Education Plan* report to the NC General Assembly. The Task Force further identified items that it felt should be addressed in order for the recommendations to be implemented. These items have been developed into a *Comprehensive Arts Education Implementation Plan* to assist stakeholders with fulfilling the recommendations in the report.

The implementation plan that follows includes a restatement of each set of recommendations from the report, followed by a table with action steps, a timeline, resources, and needs identified by the Task Force. The implementation plan is provided as an attachment to the *S66 Comprehensive Arts Education Plan* report, which was submitted to the Joint Legislative Education Oversight Committee on December 2, 2010.

A: Basic Education Program (BEP) Recommendations

A.1 Implement K-12 Arts Education as defined in the Basic Education Program (BEP):

- required K-5;
- all four arts available in grades 6-8 with students required to take at least one each year;
- available as electives at the high school level.

A.2 Establish the BEP with:

- designated additional, categorical funding allotments for arts education positions at elementary, middle, and high school grade spans,
- establishment of procedures and a timeline for a phased-in implementation, and
- establishment of equitable staffing allocations to address small and low-wealth school systems.

A.3 Ensure that appropriately licensed arts educators deliver all arts education classes.

A.4 Require an Arts Education Coordinator to be designated in every Local Education Agency (LEA).

A.5 Use arts teachers as resources and consultants within schools and across Local Education Agencies (LEAs).

A.6 Establish arts education accountability incentives for schools under the accountability component of the Accountability and Curriculum Reform Effort (ACRE) for:

- providing arts education AND arts integration, and
- the completion of concentrations in arts education.

Implementation Plan for A: Basic Education Program (BEP) Recommendations				
Recommendation	Action Steps <i>What will be done?</i>	Timeline <i>By When?</i> SY = School Year	Available Resources	What is Needed <i>(financial, human, political & other)</i>
A.1 Implement K-12 Arts Education as defined in the Basic Education Program (BEP)	1. Require Arts Education K-5. 2. Make sure all four arts disciplines are available to students in grades 6-8. 3. Require students to take at least one arts course each year in grades 6-8. 4. Make sure students have access to arts electives at the high school level.	1. SY 2013-14 2. SY 2014-15 3. SY 2014-15 4. SY 2015-16	• Current arts educators (apprx. 6000 to serve almost 1.5 million school children) • High School arts courses available within schools, through Community Colleges, Colleges and Universities, NC Virtual Public School, etc.	• Create policy to enforce implementation of existing legislation. • Create policy (similar to the existing Healthy Active Children policy) to discourage the practice of preventing students from attending arts education classes as a form of punishment or to receive remediation. • Enlarge the pool of available arts educators (through NC colleges universities, out of state, lateral entry, add-on licensure of existing teachers, etc.). • Secure additional arts educators at the middle school level to ensure availability and to meet requirement. • Develop lists/models of funding resources. • Develop a communication plan for Local Education Agencies (LEAs) to address BEP and funding, including guidance on class size, scheduling options, minimum class time, facilities, student profiles, standards, etc.

A. 2 Establish the BEP with designated criteria (funding, procedures, timeline for implementation, equitable staffing) <i>Note: The Task Force wishes to emphasize that the Basic Education Program has never been fully funded or implemented, and therefore these recommendations will require additional categorical funding, rather than simply re-allocating existing resources for arts education positions.</i>	1. Designate additional, categorical funding allotments for arts education positions at elementary, middle, and high school grade spans which include equitable staffing allocations to address small and low-wealth school systems.	SY 2013-14	Alternative funding sources for arts education (supply fees, foundations, local businesses, arts councils, PTA funds, Title I funds, RttT and other federal initiatives, School Improvement funds, etc.).	- Designate additional allotments for arts education positions at elementary, middle, and high school grade spans (categorical funding) with allotment formula addressing equitable staffing allocations (rural and low wealth). - Educate LEAs about these resources.
A.3 Ensure that appropriately licensed arts educators deliver all arts education classes.	1. Utilize existing licensed arts educators. 2. Utilize existing options for licensure (lateral entry, add-ons, etc.).	SY 2015-16	Existing arts educators (as of Fall 2010): Dance = 252 Music = 3420 Theatre Arts = 446 Visual Arts = 2639 Total = 6803 arts educators for nearly 1.5 million students, K-12.	Educate LEAs about existing options and provide models for how these options may be used to help implement BEP (sharing educators across schools/systems, dual licensure, etc.).
A.4 Require an Arts Education Coordinator to be designated in every Local Education Agency (LEA).	1. Each LEA will provide NCDPI/SBE with the contact person for their designated arts education coordinator.	SY 2011-12	Contacts with existing Arts Education Coordinators; listserv; Arts Education coordinator meetings (twice per year).	- Require each LEA to designate a person to serve as Arts Education coordinator (this person may have other responsibilities, but each LEA should have at least one contact for arts education at the central office level). - Establish a database of all Arts Education Coordinators designated by Central Office. - Establish Professional Development and a mentoring program for Coordinators.

A.5 Use arts teachers as resources and consultants within schools and across Local Education Agencies (LEAs).	1. Use arts teachers as resources for creating authentic arts experiences and two-way integration with classroom teachers. 2. Access arts teachers' expertise to provide professional development at the school and/or LEA level.	SY 2012-13	Existing arts educators	Design professional development plans for arts teachers to serve as resources and consultants within schools and across LEAs.
A.6 Establish arts education accountability incentives for schools under the accountability component of the Accountability and Curriculum Reform Effort (ACRE) for arts education and integration and completion of concentrations in Arts Education	1. Identify incentives and criteria for meeting incentives (arts education, arts integration, and concentrations) and communicate these to school systems.	SY 2012-13	- Arts Education pathways in previous graduation requirements and Arts Education concentrations in current Future Ready Core (FRC). - Models of Arts Education and Arts Integration	Identify ACRE incentives and criteria to meet incentives and create policy to implement these incentives.

B : High School Graduation Requirement Recommendations

B.1 Establish a high school graduation requirement in the arts beginning with entering freshmen during the 2013-14 school year with:

- designated additional, categorical funding allotments for arts education positions at the high school level,
- establishment of procedures and a timeline for a phased-in implementation, and
- establishment of equitable staffing allocations to address small and low-wealth school systems.

B.2 Require an arts unit for admission to the UNC System of colleges and universities.

B.3 Restore the arts education requirement to the NC Scholars Program.

Implementation Plan for B : High School Graduation Requirement Recommendations				
Recommendation	Action Steps <i>What will be done?</i>	Timeline <i>By When?</i> SY = School Year	Resources	What is Needed <i>(financial, human, political & other)</i>
B.1 Establish a high school graduation requirement in the arts beginning with entering freshmen during the 2013-14 school year with designated criteria (funding, procedures, timeline for implementation, equitable staffing).	1. Require the completion of one course in an arts education discipline (dance, music, theatre arts, or visual arts) for High School graduation. 2. Designate additional, categorical funding allotments for arts education positions at the high school level which include equitable staffing allocations to address small and low-wealth school systems. (see A.1) 3. Make sure students have access to arts electives at the high school level.	1. SY 2013-14 (entering freshman)	• Current arts educators (apprx. 6000 to serve almost 1.5 million school children) • High School arts courses available within schools, through Community Colleges, Colleges and Universities, NC Virtual Public School, etc. • Alternative funding sources for arts education (supply fees, foundations, local businesses, arts councils, PTA funds, Title I funds, RttT and other federal initiatives, School Improvement funds, etc.). • Current data about the number of students who are taking a high school course in the arts; national data regarding graduation requirements.	• Create policy to require one arts course for high school graduation. <i>*Recommend that the requirement be met by end of sophomore year – perhaps addressed in guidance documents and professional development.</i> • Create policy to allow middle school students to take a high school level course to meet the requirement. • Coordinate Professional Development and Communication Plan for LEAs (support documents/ guidance for implementation of policy). • Create guidelines for class size (dependent on courses). • Develop more virtual/on-line courses for students (e.g. NCVPS) utilizing best practices for creation and evaluation of online courses. • Track student data and measurement of student growth.

				• Increase pool of arts educators (through NC colleges and universities, out of state, lateral entry, add-on licensure of existing teachers). • Determine the number of arts educators needed to fulfill this requirement.
B.2 Require an arts unit for admission to the UNC System of colleges and universities.	1. UNC system establishes admittance requirement.	SY 2017-18	• Database of state college/ university entrance requirements	• Present information to UNC Board of Governors. • Establish a UNC system admittance requirement.
B.3 Restore the arts education requirement to the NC Scholars Program.	1. Re-align NC Scholars Program requirements to include an arts education requirement.	SY 2012-13		• Restore arts education requirement to the NC Scholars Program.

C : A+ Schools Program Recommendations

C.1 Expand the nationally recognized, research-based A+ Schools Program as a model for whole school reform with arts instruction central to student learning and integrated throughout the curriculum.

C.2 Use A+ teachers as resources and consultants within schools and across Local Education Agencies (LEAs).

Implementation Plan for C : A+ Schools Program Recommendations				
Recommendation	Action Steps <i>What will be done?</i>	Timeline <i>By When?</i> SY = School Year	Resources <i>Resources Available and Needed</i> <i>(financial, human, political & other)</i>	What is Needed <i>(financial, human, political & other)</i>
C.1 Expand the nationally recognized, research-based A+ Schools Program as a model for whole school reform with arts instruction central to student learning and integrated throughout the curriculum.	1. Develop a funding strategy to expand the A+ Schools Program with the goal of having a minimum of one A+ school in every LEA. 2. Give priority when adding schools to Title I/Tier I schools. Expand the pilot program to serve under-represented/under-served areas (Tier I, Title I, etc.).	SY 2011-12	• Alternative funding sources for A+ (foundations, local businesses, arts councils, PTA funds, Title I funds, Race to the Top or other national/federal initiatives, School Improvement funds, etc.). • Current A+ model, existing network, A+ director, fellows, trained teachers and administrators, collaboration with NC Arts Council and NC Department of Public Instruction.	• Restore NC General Assembly designated funding for A+. • Establish and grow funding and staffing for full implementation of the A+ Program (including network support) and expansion to include additional costs/budget.
C.2 Use A+ teachers as resources and consultants within schools and across Local Education Agencies (LEAs).	1. Create professional development plan for use of teachers/resources.	SY 2011-12 (see D.4)	• Current A+ Director, fellows, trained teachers and schools • <i>Creating and Sustaining Arts-Based School Reform: the A+ Schools Program</i> (George Noblit), and other publications • Innovative models for scheduling and implementing BEP	• Provide coordinated professional development for A+ and non-A+ schools through collaboration of the NC Department of Public Instruction (NCDPI) and the NC Department of Cultural Resources (NCDCCR). • Designate NCDPI staff to work with A+/NCDCCR.

				- Identify model A+ schools and teacher resources. - Develop professional development plans for A+ teachers to serve as resources and consultants within schools and across LEAs.
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D: Arts Integration Recommendations

D.1 Prioritize arts integration as a primary component of education reform.

D.2 Require arts integration as a component of teacher and administrator preparation and licensure.

D.3 Use the NC Educator Evaluation System (NCEES) to assess teachers' use of arts integration.

D.4 Use arts teachers as resources and consultants for arts integration within schools and across Local Education Agencies (LEAs).

Implementation Plan for D: Arts Integration Recommendations				
Recommendation	Action Steps <i>What will be done?</i>	Timeline <i>By When?</i> SY = School Year	Resources	What is Needed <i>(financial, human, political & other)</i>
D.1 Prioritize arts integration as a primary component of education reform.	1. Provide professional development to administrators, classroom teachers, arts teachers, and other school personnel about arts education, standards, arts integration, and the development of creativity.	SY 2012-13	Existing arts education and arts in education resources for arts integration (teachers, teaching artists, Kennedy Center fellows, A+ Fellows, etc.)	- Provide coordinated professional development (NCDPI and NCDCCR) for teachers, principals, and administrators (e.g. workshops, principals' institute, arts education central office coordinators, etc.). - Develop communication strategies for general public,

				parents, arts organizations, pre-service teachers, institutions of higher education, etc.
D.2 Require arts integration as a component of teacher and administrator preparation and licensure.	1. Realign existing teacher and administrator preparation programs to ensure arts integration is addressed (beyond K-6).	Align timeline with NC Professional Teaching Standards (NCPTS) revision of standards.	Current K-6 requirement in NC professional teaching standards	- Expand NC Professional Teaching Standards (NCPTS) requirements to include K-12 (already exist in K-6). - Expand educator and administrator preparation (e.g., roundtables via NC Arts Council).
D.3 Use the NC Educator Evaluation System (NCEES) to assess teachers' use of arts integration.	1. Determine criteria for assessment of arts integration in the classroom.	Tie in with NCPTS action step above, for K-12.	- Assessment system - Existing related standards from NCEES (Ia, IIIC, IIId, etc.)	Provide examples for successful use of integration and criteria for assessment shared with school administrators and teachers.
D.4 Use arts teachers as resources and consultants for arts integration within schools and across Local Education Agencies (LEAs).	1. Explore innovative models (A+ and other programs where there might be an arts integration specialist/coordinator)	SY 2011-12 (Note: see C.2)	A+ Schools Program, Arts Education Coordinators, Teaching Artists (state and national), arts-based charter schools, IB Programme coordinators, professional associations	- Provide coordinated professional development (NCDPI and NCDCCR) for A+ and non-A+ schools. - Designate NCDPI staff to work with A+/NCDCCR. - Identify and compile arts integration experts that can deliver Professional Development.

E: Arts Exposure Recommendations

E.1 Use state and local arts organizations, education programs, highly qualified teaching artists, and other resources to increase exposure to the arts for teachers and students both within and outside the classroom.

E.2 Strengthen ties between schools, parent and school organizations, and community arts programs.

Implementation Plan for E: Arts Exposure Recommendations				
Recommendation	Action Steps <i>What will be done?</i>	Timeline <i>By When?</i> SY = School Year	Resources	What is Needed <i>(financial, human, political & other)</i>
E.1 Use state and local arts organizations, education programs, highly qualified teaching artists, and other resources to increase exposure to the arts for teachers and students both within and outside the classroom.	1. Expand the cARTwheels arts in education program to provide live performances, artist residencies and teacher workshops conducted by the state's highly qualified artists and companies. 2. Continue development of model arts in education programs to ensure that all students in their communities or regions have access to high quality arts experiences. 3. Continue to provide professional development to teaching artists and arts organizations about providing arts exposure experiences in schools.	SY 2011-12	Existing identified teaching artists, venues, cARTwheels model, NC Arts Council grants that support collaboration between arts organizations and schools, NC Symphony, NC Museum of Art, local arts councils, museums, etc.	Reinstate state funding for cARTwheels and the Department of Cultural Resources existing arts in education programs.
E.2 Strengthen ties between schools, parent and school organizations, and community arts programs.	1. Continue to promote the NC PTA's commitment to arts education (for example, the past NC PTA Arts Education resolution). 2. Utilize models to coordinate arts resources among the schools, the local community, arts organizations, and institutions of higher education.	SY 2011-12	PTA Reflections, cultural arts programs, etc. (Example: Watauga County)	Disseminate information on model arts in education programs and possible funding sources at the local, state, and regional levels through PTA and other resources.