

The Foundation of an Arts-Rich Education



Arts-Rich Education for All

HISD | **Fine Arts Department**
INSPIRING IMAGINATION. DESIGNING THE FUTURE.

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This document is extracted from the HISD Fine Arts Plan.

The Foundation of an Arts-Rich Education

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Belief Statement and Guiding Principles

The mission of the HISD Board of Education is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.¹ The State of Texas defines the fine arts as dance, music, theatre, and visual arts and identifies them as essential for nurturing and developing the whole child.² The federal government also includes the fine arts in the definition of a well-rounded education in the Every Student Succeeds Act (ESSA).³ Aligned with these governing principles from all levels, the HISD Fine Arts Department believes that educating the whole child must include high-quality instruction in all four fine arts disciplines in a manner that removes the boundaries between the fine arts and all other areas of learning. The HISD Fine Arts Department defines this vision as an Arts-Rich Education.

An Arts-Rich Education:

- Includes three components, where students learn how to create within the art forms (Arts Instruction), learn how the arts connect all learning (Arts Integration), and experience the performing and visual arts by their peers and professionals (Arts Experiences),
- Is supported by an Arts-Rich Ecosystem that includes six constituencies, each with a unique and important role to ensure that the arts drive student learning,
- Engages students through all four fine arts disciplines, and
- Extends to every student at all levels, early childhood through graduation, including students of every cultural and economic background.

Providing an Arts-Rich Education to every student in HISD is complex undertaking. By breaking arts education down into three essential components, examining the role of each key constituency, and outlining an implementation strategy, the complexities of the undertaking are diminished and large problems become a series of smaller more manageable elements.

¹ HISD Board Goals, <https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/7908/Board-Goals-2019.pdf>.

² 19 Texas Administrative Code, Chapter 117, <http://ritter.tea.state.tx.us/rules/tac/chapter117/index.html>.

³ Every Student Succeeds Act, Section 8002, (52), <https://www.govinfo.gov/content/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf>.

Belief Statement

Houston ISD believes that every student deserves an Arts-Rich Education.

Therefore, the Fine Arts Department is charged to collect district-wide data, establish shared values, and provide support and fine arts expertise to every teacher and leader, ensuring that our work is guided by well-informed, data-driven decisions. As an essential component of an HISD education, district and campus leaders will support the Fine Arts as a core academic area and the community must move away from the mindset that the Fine Arts are merely “ancillary,” “extra-curricular,” or “enrichment.”

Guiding Principles

Equity of Access - All Houston ISD students deserve access to a high-quality, arts-rich education that includes all four fine arts disciplines (dance, music, theatre, and visual arts).

Support of the Whole Child – The fine arts are an essential element of an educational approach that supports the growth of the whole child because each fine arts discipline provides tools for teachers to engage their students, activate creative minds, and build connections between the classroom and the world around them.

Success through Collective Impact - We must capitalize on the strength of our community through collective impact to ensure key constituencies work together in a mutually supportive manner, by celebrating autonomy, respecting individual roles, and aligning values and resources.

Arts-Rich Education: Three Components

High-quality fine arts instruction includes three components. Each component brings unique benefits to students and those benefits are amplified when they are provided together through all four fine arts disciplines. By distinguishing each component, campus leaders can evaluate the fine arts offerings on their campus and strategically address the needs of their community.

The three components of an Arts-Rich Education are:



ARTS INSTRUCTION

Academic, standards-based instruction in the fine arts that is focused on learning about each fine arts discipline and developing student artists



ARTS INTEGRATION

A cross-curricular approach to developing students that incorporates the fine arts with all other academic, social, and emotional areas



ARTS EXPERIENCES

Opportunities for students to encounter fine arts performances or exhibitions

Evaluating the depth of fine arts offerings through the lens of each component creates a more complete understanding of what each campus provides their students. Gathering this data ensures:

- Proper support for each fine arts component
- Unique benefits of each fine arts component are maximized
- Each fine arts component is aligned with broad campus goals
- All students receive robust fine arts opportunities and no students on a campus are excluded

The creative capacity of each student is unleashed when they rigorously explore all three components through the four fine arts disciplines—dance, music, theatre, and visual arts—at every level. Campuses that promote all three components of an Arts-Rich Education activate student learning and prepare them to reach their full potential.

Arts Instruction: Learning Fine Arts Knowledge and Skills

Arts Instruction broadly refers to all opportunities in which students learn the knowledge and skills needed to participate actively and creatively in the fine arts.

Houston ISD has approved curriculum to support rigorous instruction in the four approved fine arts disciplines of dance, music, theatre, and visual arts (kindergarten through 12th grade) that is updated annually. The curriculum for each fine arts discipline is tightly aligned with the fine arts TEKS and the four strands of instruction that each follows:

- Strand 1: Foundations
- Strand 2: Creative Expression
- Strand 3: Historical and Cultural Relevance
- Strand 4: Critical Evaluation and Response

Data confirms that consistent, well-designed, standards-based instruction in fine arts leads to increased achievement in foundation courses,⁴ but this is hardly the only reason fine arts instruction is important to the development of the whole child. The Texas Education Agency states that:

[The fine arts] disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.⁵

In addition to regular, academic instruction within each fine arts discipline, a student should have opportunities to create and showcase their work, to extend learning outside of school hours, and to pursue advanced studies in preparation for college and potential careers in the fine arts.

High-quality fine arts instruction requires specialized expertise, equipment, materials, and facilities.⁶

Certified fine arts teachers are the fine arts leaders on their campuses and are the primary party responsible for delivering Arts Instruction, while foundation teachers, arts organizations and teaching artists provide additional learning opportunities to students. Campus leaders and district support provide the infrastructure for collective success.⁷

⁴ Yinmei Wan, Meredith J, Ludwig, and Andrea Boyle. (2018). *Review of Evidence: Arts Education through the Lens of ESSA*. American Institutes for Research.

⁵ 19 Texas Administrative Code, Chapter 117, 102a1, 202b1, 302b1, and other places.
<http://ritter.tea.state.tx.us/rules/tac/chapter117/index.html>.

⁶ See “Part III: Operational Frameworks” for more detailed information on what is needed to support each of the four fine arts disciplines, 45.

⁷ See “Arts-Rich Ecosystem: Five Constituencies” for more information on each constituency and their roles, 14. See “Modular Implementation Framework” for more information about how those constituencies work together, 18.

Arts Integration: Fusing Fine Arts and All Other Learning

Arts integration is simply the fusing of the fine arts and all other learning. Through its simplicity, it provides endless opportunities to breathe life into the daily rituals of school, bridging content that is often siloed in individual classrooms and providing opportunities for students to see how the world is interconnected.

In practice, arts integration is a term that is used loosely to describe varying approaches to merging the fine arts and foundation curricula. To develop a shared understanding, the HISD Fine Arts Department has built on a few of the strongest definitions across the region and the country by defining arts integration as:

A holistic approach to teaching that intentionally fuses learning in the arts with all other content areas, creating a dynamic learning environment that leads to a well-rounded, engaging education in support of the whole child.

High-quality arts integration:

- Is quality teaching, aligning with the characteristics articulated in HISD’s Effective Practices;⁸
- Is intentionally cross curricular, cultivating content mastery in both the foundation and fine arts subjects increasingly over time; and
- Creates a dynamic learning environment that promotes rigor and engagement through:
 - Support of the whole child (academic, social, and emotional domains),
 - Frequent and Consistent Cultivation Across a Range of Activities
 - Holistic fine arts engagement (students create, investigate, and witness),
 - Embrace of all four fine arts disciplines, and
 - Support from arts specialists, including fine arts teachers and teaching artists.

Arts Integration is an approach to teaching that can be used by any educator in their field of expertise and is not limited to a certain grade level or subject. When educators establish a fully-integration classroom, they create a dynamic and engaging learning environment that fuels new discoveries and an ever-growing awareness of the connections between subjects while generating opportunities for students to create and express themselves.

Additional benefits include:

- A safe and supportive classroom environment that encourages creative risk taking
- Engaging activities that promote language acquisition
- Natural development of Social and Emotional Learning competencies⁹
- Developing trust by establishing peer-to-peer relationships between students and teachers as each party shares artistic ideas and includes the other in their creative process within a safe space
- Participatory classroom-management tools
- Opportunities for formative and summative assessment

Arts integration is most successful when foundation and fine arts teachers work in close coordination with the support of campus leaders and district support. Outside arts organizations and teaching artists also play a crucial role in providing unique expertise through partnerships with professional and collegiate artists.¹⁰

⁸ See “Aspects of Quality Arts Integration in the Foundation Classroom” for more details about how arts integration aligns with the HISD Effective Practices, 207.

⁹ Explore “The Collaborative for Academic, Social, and Emotional Learning (CASEL)” for more information, casel.org.

¹⁰ See “Arts-Rich Ecosystem: Five Constituencies” for more information on each constituency and their roles, 14. See “Arts Integration: All Fine Arts Disciplines” for more detailed information about Arts Integration, 203.

Arts Experiences: Encountering Fine Arts Performances and Exhibitions

Arts Experiences include a wide variety of opportunities for students to encounter fine arts performances and exhibitions, including but not limited to:

- Events on or off campus
- Events featuring student or professional artists
- Live or documented experiences (Documented experience include photos and recordings)
- Events in or out of school hours

In addition to having access to performances and showcases by HISD students and teachers, the district is fortunate to be situated within Houston's rich arts community, which provides first-hand, high-quality performing and visual arts experiences right here in the metropolitan area. Bringing these artists and our students together on HISD campuses or in places like the Theater and Museum Districts provide countless learning opportunities and access to experiences that will broaden students' understanding for the cultural tapestry of this region and beyond.

Providing high-quality arts experiences for all students in each of the four fine arts disciplines is an important element of an arts-rich education because they can challenge and inspire students in wide variety of ways. Encountering high-quality art can unlock new paths of creative thought, open doors to examine topics through a new lens, and inspire a student to achieve at a higher level of ability.

A well-planned arts experience is an opportunity for both foundation and fine arts teachers to connect an event with the curriculum. Because these events often require additional logistics and planning, it is essential that Campus leaders provide support. District support ensures that every campus has the information necessary to plan these events efficiently in alignment with campus goals and student learning objectives.¹¹

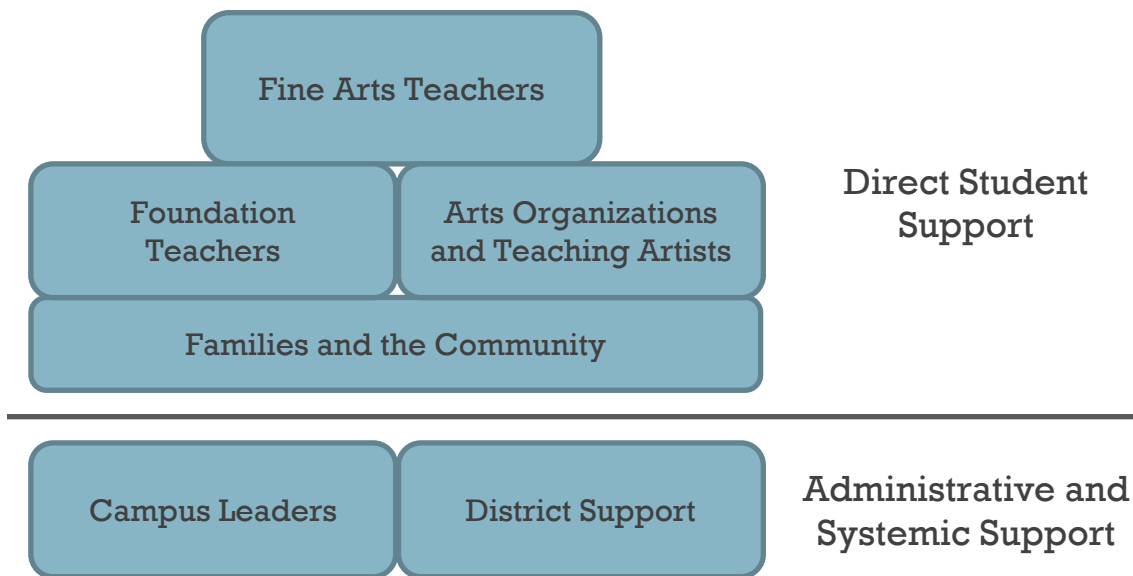
A robust system to support access to Arts Experiences through their school community is particularly critical for students and their families that are at an economic disadvantage and may not otherwise have the means to pay for or travel to experience in these opportunities. Art Experiences at school festivals and community events provide occasions to bring a school community together and increase neighborhood engagement.

¹¹ See "Arts Experiences: All Fine Arts Disciplines" for more detailed information about Arts Experiences, 215.

Arts-Rich Ecosystem: Six Constituencies

For a campus to provide an Arts-Rich Education, it must cultivate a healthy Arts-Rich Ecosystem of support that includes six discrete constituencies—Fine Arts Teachers, Foundation Teachers, Campus Leaders, District Support, Arts Organizations and Teaching Artists, and Families and the Community. Each group provides unique expertise and fills distinct roles in support of an Arts-Rich Campus. When all stakeholders coordinate their work, the quality of the fine arts education is amplified.

There are two groups within the ecosystem, those with direct connection with students (Fine Arts Teachers, Foundation Teachers, Arts Organizations and Teaching Artists, and Families and the Community) and those who provide administrative and systemic support to the others (Campus Leaders and District Support).



Fine Arts Teachers

Certified, full-time, fine arts teachers are the arts leaders on their campus. They hold a unique position as one of the few teachers who regularly work with every student as they progress through each grade. They have a unique role within all three components of an Arts-Rich Education:

- They provide high-quality, standards-based instruction by combining their expertise in their arts discipline with a deep understanding of pedagogy.
- They maximize the educational potential of arts-integrated learning in both the foundation and fine arts classrooms in tandem with their fellow foundation teachers.
- They ensure that arts experiences are maximized for their fullest educational potential.

Their leadership and expertise make them indispensable in the creation and maintenance of partnerships with outside arts organizations, fostering the sense of community within the campus and the surrounding neighborhood, and lead campus beautification efforts.

Foundation Teachers

Foundation teachers play a critical role in permeating a child's world with the arts, especially through their use of arts integration by making connections between the fine arts and their curriculum. By welcoming fine arts into their daily routines, these teachers provide countless creative opportunities for students that increase the impact of a strong campus fine arts department. Although some foundation teachers may fear they lack the artistic ability to contribute to an arts-rich education, their engagement

in the fine arts is crucial in demonstrating the interconnectedness between subjects and modeling life-long learning for our students.

Arts Organizations and Teaching Artists

Arts Organizations and Teaching Artists provide specialized knowledge and resources to supplement the fine arts foundation on a campus. They support all three components of an Arts-Rich Education and provide opportunities for a campus to expand its educational opportunities beyond its normal reach. No two arts organizations are alike, they collectively provide a broad range of support in and out of regular school hours, on and off campus, for students and teachers, and in the form of a single event, an extended series of events, or multi-year embedded strategic partnerships.

Campus Leaders

Campus Leaders provide the strategic direction to ensure that the fine arts align with the campus goals and are responsible for using the arts to engage the broader community. Understanding how to maximize the value of an arts-rich culture and knowing how to foster the infrastructure to support it rests with all campus leaders—including principals, assistant principals, deans, instructional and magnet coordinators, counselors, wraparound services professionals, and other administrative staff.

District Support

The HISD Fine Arts Department provides fine arts expertise, establishes shared values, and collects district-wide data all in support of the creation and continued growth of Arts-Rich Campuses throughout the district. In a district as large and diverse as HISD, the Fine Arts Department supports and coordinates matters pertaining to the fine arts at all levels within the district and participates in collective-impact efforts in the community.

Families and the Community

Families and the Community provide support to students at every step of the way. Their connection with each young person is ever present, making them the most powerful advocate for their child's holistic development—academically, socially, and emotionally. They underpin the success of an Arts-Rich Campus through their commitment to the best interest of each child.

Each of the six constituencies bring a unique set of expertise to their role within the Arts-Rich Ecosystem that makes them indispensable. Although specific individuals will surely possess additional expertise beyond those listed, each constituency can generally be assumed to have a primary focus on the following areas:

On Campus				Off Campus	
Fine Arts Teachers	Foundation Teachers	Campus Leaders	Families and the Community	District Support	Arts Organizations and Teaching Artists
Fine Arts Expertise Pedagogy Knowledge of Individual Students	Foundation Expertise Pedagogy Knowledge of Individual Students	Campus Vision Pedagogy	Knowledge of Individual Students	District Fine Arts Vision Fine Arts Expertise Pedagogy	Fine Arts Expertise Pedagogy

Fine Arts within the Core Curriculum

State of Texas Framework

The State of Texas places the fine arts squarely in the center of what districts are expected to provide their students. Texas Education Code § 28.002 states that:

REQUIRED CURRICULUM. (a) Each school district that offers kindergarten through grade 12 *shall offer, as a required curriculum:*

(1) a foundation curriculum that includes:

- (A) English language arts;
- (B) mathematics;
- (C) science; and
- (D) social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography; *and*

(2) *an enrichment curriculum* that includes:

- (A) to the extent possible, languages other than English;
- (B) health, with emphasis on the importance of proper nutrition and exercise;
- (C) physical education;
- (D) *fine arts*;
- (E) career and technology education;
- (F) technology applications;
- (G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
- (H) personal financial literacy.¹²

The curriculum requirements spelled out in 19 Texas Administrative Code, Chapter 74.1b state that a “school district *must provide instruction* in the essential knowledge and skills of the appropriate grade levels in the *foundation and enrichment curriculum* as specified” (defined above as including the fine arts) and that a “school district may add elements at its discretion *but must not delete or omit instruction in the foundation and enrichment curriculum.*”¹³

Simply providing limited exposure to the fine arts is not enough, 19 Texas Administrative Code, Chapter 74.2a, 3a, and 3b continues by establishing the expectation that:

The district must *ensure that sufficient time is provided for teachers to teach and for students to learn* English language arts and reading, mathematics, science, social studies, *fine arts*, health, physical education, technology applications, and to the extent possible, languages other than English.¹⁴

These expectations are in place to ensure the overarching purpose of the state laws governing the essential knowledge and skills articulated in the Texas Administrative Code, § 28.001:

PURPOSE. It is the intent of the legislature that the essential knowledge and skills developed by the State Board of Education under this subchapter *shall require all students to demonstrate*

¹² Emphasis added.

¹³ Emphasis added.

¹⁴ Emphasis added.

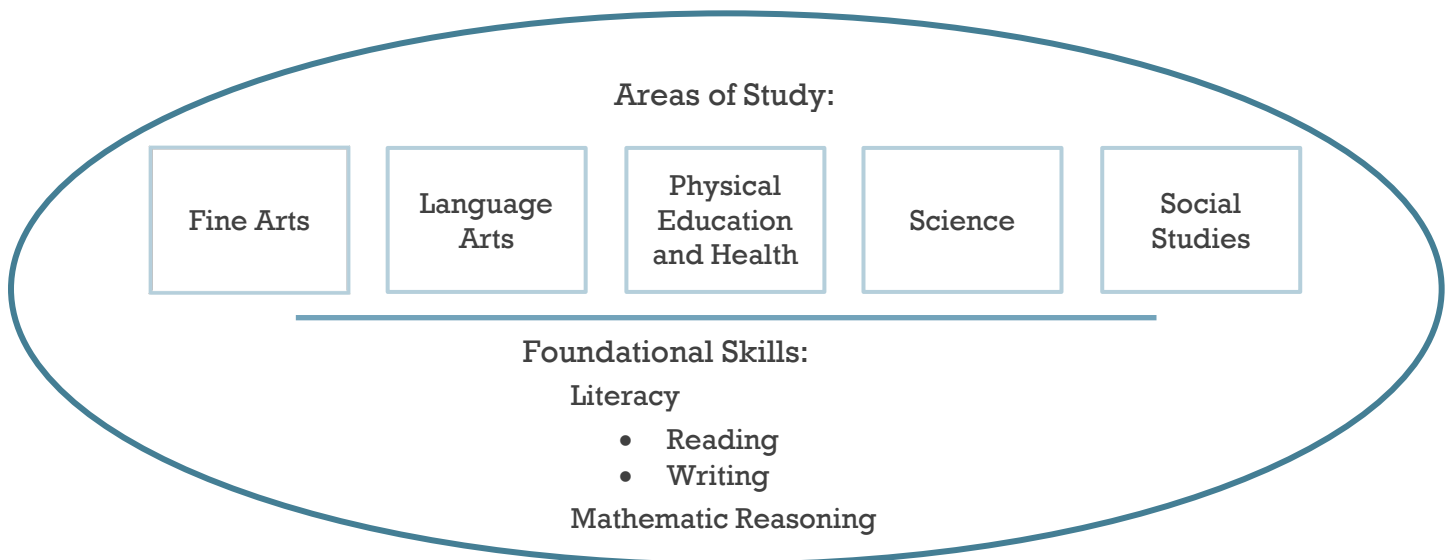
the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate *across all subject areas*.¹⁵

The knowledge and skills referenced here include TEKS in all four fine arts disciplines, defined in 19 Texas Administrative Code as “the study of dance, music, theatre, and the visual arts.” They were revised and adopted by the State Board of Education in 2013 and implemented in the 2015-2016 school year.

The Texas Education Code, Chapter 21.003a ensures the effective implementation of the Fine Arts TEKS by establishing that a “person may not be employed as a teacher ... unless the person holds an appropriate certificate or permit” issued in accordance with the law. Chapter 21.031a recognizes “public school educators as professionals” and therefore care must be given that teachers providing academic fine arts instruction are expected have specialized expertise in the fine arts discipline that they teach in order to ensure that every student receives the highest-quality education.

Curriculum Models

While state law is explicit regarding the expectation that dance, music, theatre, and the visual arts are a core component of a student’s education in Texas, outdated models that focus on ‘reading, writing, and arithmetic’ and/or standardized tests, where the fine arts are seen as ‘ancillary’ or ‘extra-curricular,’ are strongly entrenched in some places and must be confronted to ensure students are provided a well-balanced education. Here is a simplified model that represent how the fine arts fit within a so-called ‘well-rounded’ or ‘whole-child’ education:



Students hone their foundational skills, found below the line, through their exploration of the areas of study at the top of the model. These areas provide the fuel for students to extend their mastery of the foundational skills in order to achieve their fullest potential. This model encourages cross-curricular connections as the foundational skills are practiced across areas of study.

The Fine Arts TEKS Within an Arts-Rich Education

In an Arts-Rich Education, the Fine Arts TEKS are critical to all three components, including Arts Instruction, Arts Integration, and Arts Experiences. Alignment of the Fine Arts TEKS across all three components ensures alignment to state expectations for the effective delivery of fine arts education.

¹⁵ Emphasis added.

Modular Implementation Framework

Supporting an Arts-Rich Education involves a systemic approach on multiple fronts. The following modular framework¹⁶ conceptualizes the systems needed to increase the engagement and achievement of both students and teachers as part of an Arts-Rich Education. Each module contributes to the whole by nurturing an aspect of an arts-rich culture. It is designed to promote a robust support system for those that work directly with students so they focus their attention on what matters most. Support modules include:

Curriculum

Fine Arts Curriculum – Vertically-aligned, standards-based fine arts curricula

Professional Development – Arts-focused professional development opportunities designed for fine arts teachers

Arts Integration – The structure for supporting the fusion of the fine arts and foundation curricula

Adaptive Learning – Strategies for employing the fine arts to adapt instruction for students with unique needs

Campus Leadership Support

Leadership Toolkit – Support for strategic planning, facility improvements, program evaluation, hiring new fine arts teachers, community engagement, and general fine arts expertise

Partnerships – District-level infrastructure to support the creation of arts partnerships between campuses and Houston's arts community

Educator Community

Teacher Network – Communications infrastructure to bring like-minded teachers together in support of an arts-rich education—including networks for each fine arts discipline and teachers interested in arts integration

System-Wide Learning

Community Learning – Infrastructure for creating pilot programs that generate community-learning opportunities, which are shared out across the district and the community, as appropriate, following the conclusion of the pilot

Advocacy – A systemic approach to collecting and sharing district-wide and campus data in addition to gathering national and local studies related to arts education

Student Artists

College and Career Readiness in the Fine Arts – District-wide coordination and resources for scholarships, showcases, competitions, honors, and advanced instruction in preparation for college or potential careers in the fine arts

After-School and Summer Programs – District-level infrastructure to support access to high-quality fine arts opportunities beyond regular instructional time

¹⁶ See “Appendix A: Logic Models for Each Implementation Module” for detailed logic models for each module, 15.

Appendix A: Logic Models for Each Implementation Module

The following logic models identify the constituencies, tools, and activities necessary for successful implementation. This is an aspirational framework; therefore, individual modules shall be rolled out strategically as resources and need dictate, led by the HISD Fine Arts Department and evaluated annually to determine their efficacy and identify new elements necessary for success.

Fine Arts Curriculum

Building on the successful creation of vertically aligned, standards-based fine arts curriculum by the HISD Fine Arts Department, this module demonstrates the reach and impact that curriculum has on the key constituencies throughout the Arts-Rich Ecosystem.

Main Driver	Tool	Direct Beneficiary in Support of Students
District Support: Fine Arts Department	<u>Fine Arts Curriculum</u> <ul style="list-style-type: none"> • Discipline specific • TEKS aligned • Vertically aligned • Continuously updated • Elementary: 45 mins/week • Secondary: 450 mins/2 weeks 	Fine Arts Teachers
District Support: Fine Arts Department	<u>Appraisal Support</u> <ul style="list-style-type: none"> • Supplemental, TADS-based guidelines • Aligned to FA Curriculum • One-on-one support 	Campus Leaders Fine Arts Teachers
District Support: Fine Arts Department	<u>Fine Arts Curriculum Access</u> <ul style="list-style-type: none"> • Resource for Arts Integration • Allows for coordinated support 	Foundation Teachers Arts Organizations and Teaching Artists

Related Modules: Professional Development, Arts Integration, Adaptive Learning, and Teacher Network

Outcomes

- Promotes a high level of standards-based academic achievement in the fine arts
- Greater alignment of fine arts curriculum throughout the district to provide sequential instruction
- Ensure inter-rater reliability for evaluating fine arts instruction
- Resources available for outside support and arts integration

Professional Development

This module illustrates the professional development opportunities for HISD teachers and the community to build greater capacity for their work.

Main Driver	Tool	Direct Beneficiary in Support of Students
District Support: Fine Arts Department Exemplar Fine Arts and Foundation Teachers Arts Organizations and Teaching Artists	<u>Professional Development</u> <ul style="list-style-type: none"> • Arts Instruction • Arts Integration 	Fine Arts Teachers
District Support: Fine Arts Department Exemplar Fine Arts and Foundation Teachers Arts Organizations and Teaching Artists	<u>Arts Integration Training</u> <ul style="list-style-type: none"> • Arts Integration • Fine-arts-discipline-specific skills 	Foundation Teachers Fine Arts Teachers
District Support: Fine Arts Department Exemplar Fine Arts and Foundation Teachers Arts Organizations and Teaching Artists	<u>Teaching Artist Capacity</u> <ul style="list-style-type: none"> • Fine arts curriculum • Arts Integration • Pedagogy • Education policies and issues 	Arts Organizations and Teaching Artists

Related Modules: Fine Arts Curriculum, Arts Integration, Adaptive Learning, and Leadership Toolkit

Outcomes

- Creates avenues to share arts-instruction and arts-integration expertise throughout the Arts-Rich Ecosystem
- Ensures continued growth as an educator throughout the community
- Develops mentorship models
- Community Building

Arts Integration

This module illustrates the support structures necessary to fuse the fine arts and foundation curricula in any classroom through arts integration.

Main Driver	Tool	Direct Beneficiary in Support of Students
District Support: Fine Arts Department	<p><u>Create Community</u></p> <ul style="list-style-type: none"> Establish shared values Create newsletter to share best practices and pertinent information 	<p>All Teachers Campus Leaders Arts Organizations and Teaching Artists</p>
District Support: Fine Arts Department	<p><u>Arts Integration Training</u></p> <ul style="list-style-type: none"> Professional Development PLC's One-on-One Mentoring 	<p>All Teachers</p>
District Support: Fine Arts Department	<p><u>Fine Arts Training</u></p> <ul style="list-style-type: none"> Professional Development to develop fine-arts-specific skills 	<p>Foundation Teachers</p>
All Teachers	<p><u>Intra-Campus Support</u></p> <ul style="list-style-type: none"> Provide fine arts expertise to campus colleagues Provide foundation expertise to campus colleagues 	<p>All Teachers</p>
Arts Organizations and Teaching Artists	<p><u>Specialized Fine Arts Support</u></p> <ul style="list-style-type: none"> Provide specialized fine arts expertise 	<p>Foundation Teachers</p>
District Support: Fine Arts Department	<p><u>Education Expertise</u></p> <ul style="list-style-type: none"> Share community values and knowledge 	<p>Arts Organizations and Teaching Artists</p>

Related Modules: Professional Development and Teacher Network

Outcomes

- Creation of dynamic learning environments through use of different types of arts integration
- Development of cross-curricular culture that uses the connections between academic subject areas to drive instruction
- Increased understanding of the benefits of arts integration (e.g., formative evaluation, classroom management, language acquisition, and others)

Adaptive Learning

This module illustrates the interdepartmental coordination necessary to develop approaches for providing high-quality fine arts instruction for all students.

Main Driver	Tool	Direct Beneficiary in Support of Students
District Support: Fine Arts Department Multilingual Support Department Special Education Department Advanced Academics Department Alternative Education Programs Arts Organizations	<u>Resources</u> <ul style="list-style-type: none"> • Tailored Professional Development • Teacher mentorship • Additional online resources 	All Teachers Campus Leaders

Related Modules: Fine Arts Curriculum, Arts Integration, and Professional Development

Outcomes

- Ensures pathways for all students to receive high-quality fine arts education
- Builds community understanding around how to best serve students with unique needs through the fine arts

Leadership Toolkit

This module outlines the support and fine arts expertise that is required for campus leaders to support an Arts-Rich Education on their campus.

Main Driver	Tool	Direct Beneficiary in Support of Students
District Support: Fine Arts Department	<p align="center"><u>Strategic Planning</u></p> <ul style="list-style-type: none"> • Arts-rich campus inventory • Development of unique fine arts programs that extend beyond the baseline • Development of partnerships with arts organizations 	Campus Leaders
District Support: Fine Arts Department Facility Services	<p align="center"><u>Fine Art Facility Guidelines</u></p> <ul style="list-style-type: none"> • Recommendations to ensure that fine arts facilities support instruction 	Campus Leaders Fine Arts Teachers
District Support: Fine Arts Department	<p align="center"><u>Fine Arts Expertise</u></p> <ul style="list-style-type: none"> • Ensure that candidates for fine arts positions possess proper expertise • Provide specific support for fine arts teacher appraisal 	Campus Leaders Fine Arts Teachers
Campus Leaders District Support: Fine Arts Department District Support: External Funding Department	<p align="center"><u>Funding</u></p> <ul style="list-style-type: none"> • Centralized funding structures to ensure proper support of fine arts programs and infrastructure 	Campus Leaders Fine Arts Teachers
District Support: Fine Arts Department	<p align="center"><u>Lead Fine Arts Teacher</u></p> <ul style="list-style-type: none"> • Define lead fine arts teacher role in supporting fine arts administrative infrastructure 	Campus Leaders All Teachers

Related Modules: Partnerships

Outcomes

- Greater access to fine arts expertise to guide campus decision making
- Greater support and infrastructure to support fine arts programs on each campus
- Community building

Partnerships

This module represents the district-wide infrastructure to support the creation of arts partnerships between campuses and Houston's arts community.

Main Driver	Tool	Direct Beneficiary in Support of Students
Campus Leaders All Teachers Arts Organizations	<u>Strategic Partnerships</u> <ul style="list-style-type: none"> Arts Instruction Arts Integration Arts Experiences 	All Teachers
District Support: Fine Arts Department	<u>Database</u> <ul style="list-style-type: none"> Centralized database to help connect campuses with organizations that best match their needs 	Campus Leaders Fine Arts Teachers
District Support: Fine Arts Department Arts Organizations	<u>Funding</u> <ul style="list-style-type: none"> Ensures that arts partnerships can develop on every campus Distributed through an equity lens 	Campus Leaders Fine Arts Teachers
Campus Leaders: Lead Fine Arts Teacher	<u>Point Person</u> <ul style="list-style-type: none"> Coordinates all activities Serves as a liaison to campus administration Ensures that logistics are arranged Ensures accurate data collection 	All Teachers Campus Leaders District Support Arts Organizations and Teaching Artists

Related Modules: Fine Arts Curriculum, Professional Development, Adaptive Learning, Arts Integration, Community Learning, College and Career Readiness in the Fine Arts, and After-School and Summer Programs

Outcomes

- Enhances all three components of an Arts-Rich Education
- Provides additional artistic opportunities for teachers and students
- Provides additional resources to support greater access to the fine arts
- Fosters mentorship and community building

Teacher Network

This module illustrates components of a communication infrastructure to ensure that we build communities of like-minded educators throughout the district and the community.

Main Driver	Tool	Direct Beneficiary in Support of Students
<p>District Support: Fine Arts Department</p>	<p><u>Newsletters</u></p> <ul style="list-style-type: none"> • Targeting like-minded educators by fine arts discipline, arts integration, or other areas of interest as determined • Share best practices, upcoming district-wide events and opportunities, celebrations, and highlight effective teachers and partnerships 	<p>All Teachers Campus Leaders Arts Organizations</p>
<p>District Support: Fine Arts Department</p>	<p><u>District-Wide Events</u></p> <ul style="list-style-type: none"> • Monthly Fine Arts Lead Teacher Meetings • Annual Fine Arts Summit • Social events 	<p>Campus Leaders: Fine Arts Lead Teachers All Teachers</p>
<p>District Support: Fine Arts Department</p>	<p><u>Document Center</u></p> <ul style="list-style-type: none"> • Shared online space for documents used through specific communities (e.g., SharePoint or Google Drive) 	<p>All Teachers</p>
<p>District Support: Fine Arts Department</p>	<p><u>Data Collection</u></p> <ul style="list-style-type: none"> • Survey the campus community to guide priority areas 	<p>All Teachers Campus Leaders</p>

Related Modules: Fine Arts Curriculum, Arts Integration, Adaptive Learning, Partnerships, Advocacy, College and Career Readiness in the Fine Arts, and After-School and Summer Programs

Outcomes

- Prevents fragmented communities by establishing and sustaining channels of communication
- Makes knowledge and expertise available across the district to raise the quality of fine arts education
- Provide opportunities to celebrate each other and build community
- Establish shared values

Community Learning

This module establishes an infrastructure for creating pilot programs to test ideas and generate community-learning opportunities, which are shared out across the district and the community, as appropriate, following the conclusion of the pilot.

Main Driver	Tool	Direct Beneficiary in Support of Students
District Support: Fine Arts Department Campus Leaders Arts Organizations	<u>Pilot Campuses</u> <ul style="list-style-type: none"> • Focused implementation • Limited Scope • Clear strategic objectives to achieve systemic learning • Evaluation and release of learning throughout the community 	All Teachers District Support Arts Organizations

Related Modules: Fine Arts Curriculum, Professional Development, Arts Integration, Adaptive Learning, Leadership Toolkit, Partnerships, and Advocacy

Outcomes

- Agile implementation of pilots to test promising ideas or create opportunities for community learning
- Tests validity of ideas before systemic rollout
- Creates opportunities to discover unexpected barriers and to create solutions proactively

Advocacy

This module describes a systematic approach to collecting and sharing district-wide and campus-specific data in addition to gathering national and local studies related to arts education.

Main Driver	Tool	Direct Beneficiary in Support of Students
District Support: Fine Arts Department District Support: Research and Accountability Department	<u>Data Collection Instruments</u> <ul style="list-style-type: none"> • Systemic data collection • Efficient with a low impact on those providing information • Targeting detailed data points in support of arts instruction, arts integration, and arts experiences • Ensure privacy of students and teachers in the aggregate data 	Campus Leaders District Support
District Support: Fine Arts Department	<u>White Paper</u> <ul style="list-style-type: none"> • Gather research and data related to fine arts education • Share with community 	Campus Leaders District Support Fine Arts Teachers
Campus Leaders: Fine Arts Lead Teachers Fine Arts Teachers Foundation Teachers	<u>Data Reporting</u> <ul style="list-style-type: none"> • Provide campus-level data • Ensure the accuracy of the data • Clearly establish a person accountable for providing the data on each campus 	Campus Leaders District Support

Related Modules: Fine Arts Curriculum, Professional Development, Arts Integration, Adaptive Learning, Leadership Toolkit, Partnerships, Community Learning, and College and Career Readiness in the Fine Arts

Outcomes

- Access to more reliable fine arts data
- Improved efficiency of data collection
- Greater access to fine arts data to drive decision making

College and Career Readiness in the Fine Arts

This module describes infrastructure necessary to provide district-wide coordination and resources for scholarships, showcases, honors, and advanced fine arts instruction in preparation for college or potential careers in the fine arts.

Main Driver	Tool	Direct Beneficiary in Support of Students
District Support: Fine Arts Department Fine Arts Teachers	<u>Scholarship Resources</u> <ul style="list-style-type: none"> • Centralized information resources for fine arts scholarship opportunities 	Fine Arts Teachers
District Support: Fine Arts Department	<u>Showcase and Competition Support</u> <ul style="list-style-type: none"> • District support 	Fine Arts Teachers
Campus Leaders District Support: Fine Arts Department	<u>Advanced Instruction</u> <ul style="list-style-type: none"> • Support for curricular fine arts instruction beyond baseline graduation requirement • Support for extended instruction outside of the school day 	Campus Leaders Fine Arts Teachers

Related Modules: Fine Arts Curriculum, Leadership Toolkit, Partnerships, Community Learning, and Teacher Network, and After-School and Summer Programs

Outcomes

- Provide greater access emerging artists to extend learning
- Ease administrative burden on Fine Arts Teachers through District Support
- Provides greater access to college and career paths in the fine arts throughout the district

After-School and Summer Programs

This module creates district-level infrastructure to support access to high-quality fine arts opportunities beyond regular instructional time.

Main Driver	Tool	Direct Beneficiary in Support of Students
<p>District Support: Fine Arts Department</p> <p>District Support: After School Programs Department</p>	<p><u>After-School Programs</u></p> <ul style="list-style-type: none"> • Create a system of sharing information about fine arts programs that are available for after-school programs • Evaluation mechanism for Campus Leaders to leave program feedback internally • Create a database of fine arts programs offered by outside organizations that are distinct from academic fine arts instruction during the school day 	<p>Campus Leaders</p>
<p>District Support: Fine Arts Department</p>	<p><u>Scholarship Resources</u></p> <ul style="list-style-type: none"> • Centralized information to efficiently share opportunities to extend instruction during the summer break 	<p>Fine Arts Teachers</p>

Related Modules: Leadership Toolkit, Partnerships, Teacher Network, and College and Career Readiness in the Fine Arts

Outcomes

- Greater alignment of after-school fine arts programming throughout the district
- Clear delineation of academic and after-school programming
- Improved data collection to understand the complete fine arts offerings related to a specific campus
- Reduces the administrative burden on campus leaders to provide high-quality fine arts opportunities for students in after-school programs
- Saves time for Fine Arts Teachers by streamlining the collection of off-campus opportunities during the summer break