

The Chicago Public Schools
Arts Education Plan 2012-2015:

Bringing the Arts to Every Child in Every School



DEPARTMENT of | ARTS | EDUCATION



OFFICE OF THE MAYOR
CITY OF CHICAGO

August 26, 2013

RAHM EMANUEL
MAYOR

Fellow Chicagoans:

Last fall, the City of Chicago and the leadership of Chicago Public Schools made a commitment to bring arts education to every child in every Chicago public school across our great city through the launch of the Chicago Cultural Plan and the CPS Arts Education Plan. As we enter the second year of the multi-year initiative, this document serves as a foundation for principals, teachers, district leaders, and parents for how we will deliver arts opportunities, such as art, music, dance and theatre, across the city.

Integrating the arts into the school day with math, science, reading and writing enhances student outcomes and academic achievement. Arts education also contributes to essential 21st century skills like innovation, creativity, and critical thinking that will prepare them for life-long learning.

As we stated when we announced this ambitious plan, each child has only one chance at a good education, and every single one of our students deserves the very best we can provide. We've already made great strides since then including establishing an Arts Liaison at nearly 500 of our schools. These school-based CPS employees gain additional training, provide school leadership in the arts, and support principals in organizing and planning for arts programming in their school.

Finally, the arts will now be on each school's annual score card so parents and the community will be made aware of where their school is along a continuum of implementation. By continuing our work together, and with this Plan as our guide, we can make sure our students attend the most innovative and creative school district in the nation.

Sincerely,

A handwritten signature in cursive script that reads "Rahm Emanuel".

Rahm Emanuel
Mayor



Educate • Inspire • Transform

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Barbara Byrd-Bennett
Chief Executive Officer

October 8, 2013

Dear Friends and Colleagues,

As the Chief Executive Officer (CEO) of Chicago Public Schools (CPS), I am committed to providing every child in every neighborhood with the high-quality education they need and deserve. To do so, our schools must offer education beyond the basics of reading, writing, and arithmetic. Classroom learning must challenge our children to exercise critical thinking skills and express their creativity, which is why our District is dedicated to expanding and integrating the arts into our children's everyday core curriculum.

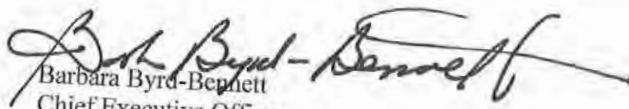
Arts education plays an important role in helping our students engage in their education, build confidence, and strengthen their imagination. Research and educators will attest to the role the arts play in enhancing a school's learning environment and improving student outcomes. The new CPS Arts Education Plan is founded on these fundamental benefits and it is built on the core belief that instruction in the arts will help our children become better students.

This plan reflects the priority our District is placing on the arts and is designed to bring the arts to every child, in every grade, in every school. This first-ever Chicago Public Schools Arts Education Plan provides specific recommendations to improve, expand and strategically coordinate arts education across the District. The Plan serves as a roadmap for building robust arts programs in schools and provides long term strategies and supports for growth and sustainability. As our work continues, we will keep our schools and parents informed of our progress through our annual report card and ongoing outreach.

Through a comprehensive arts education, from visual art to music, dance, and theatre, Chicago Public Schools students of every grade and age will have the opportunity to develop into innovative and creative thinkers capable of expressing themselves, understanding others and contributing to their city's culture and economy for years to come.

I encourage you to read our Plan at cpsartsplan.com and I thank you for your continued partnership in working to provide a high-quality education to all Chicago's children.

Sincerely,


Barbara Byrd-Bennett
Chief Executive Officer
Chicago Public Schools

“Every time I open the paper these days I read that our country needs the workforce of the 21st Century to be collaborative, flexible, innovative and imaginative. Those are exactly the skills students learn through the arts. Additionally, research shows us again and again that children who study the arts are more likely to graduate high school, attend college and contribute to the economic and civic life of their communities.”

–Yo-Yo Ma
Judson and Joyce Green Creative Consultant,
Chicago Symphony Orchestra



“Art revitalizes communities, offering a shared experience and fostering civic pride, while arts education in schools gives voice to young hearts and minds. This self-realization boosts their potential to contribute back to the community. With civic leaders, educators and artists working together, Chicago will lead the nation in harnessing the power of the arts for the public good.”

–Renee Fleming
Creative Consultant, Lyric Opera of Chicago

Chicago Public Schools Arts Education Plan 2012-2015
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Executive Summary

Bringing the Arts to Every Child in Every School

Today marks the beginning of an important new era in Chicago Public Schools (CPS), one in which the arts are fully recognized as central to the education of the city's children. Our work will be guided by a new policy, the Chicago Public Schools Arts Education Plan, designed to bring the arts to every child, in every grade, in every school.

This new plan is grounded in research that reveals the importance of arts education, and provides data that clearly establishes the starting point—the current state of the arts in CPS. The first-ever CPS Arts Education Plan will provide specific recommendations to improve, expand, and strategically coordinate arts education across the District.

As this work is carried out, Chicago will establish itself as a national leader in the work of strengthening arts education—and what city could be a more appropriate home for this initiative than Chicago, with its vibrant arts community and one of the deepest and richest pools of cultural assets and resources in the nation?

The CPS Arts Education Plan is the culminating achievement brought about through dedicated and inspired work over the past two decades by countless civic and neighborhood leaders, along with numerous cultural institutions and community organizations. All have been united by their unwavering commitment to providing Chicago's children with a strong public education.

Seizing a Moment When Change Is Possible

The City of Chicago and CPS enjoy a unique window of opportunity to take advantage of all that arts education offers. The new Full School Day initiative offers the opportunity to improve what is taught and how it is taught, and gives the time needed to provide students with a higher quality education than ever before, including a robust arts education.

This is a moment when city and CPS leadership, teachers and parents are eager for a better education for our young people. The work that made the CPS Arts Education Plan possible represents the collective will of CPS' Department of Arts Education; the Chicago Department of Cultural Affairs and Special Events (DCASE); Ingenuity Incorporated; parents, students, teachers, and principals; and, local foundations and corporations.

The Research Base and the Starting Point for Expanding Arts Education

The arts are a vital element of a 21st century education. Research conducted over the past decade shows that exposure to an education in the arts significantly decreases dropout rates, improves the likelihood of entering college, increases civic engagement, and ultimately promotes financial success throughout a person's life-time. The role of the arts in securing these results lies largely in the way it stimulates innovation, creativity, and critical thinking, all essential skills in our world today.

In order to expand and improve arts education for CPS students, we must first recognize the starting point. Our existing resources show much promise. In the 2012-2013 school year, there were more than 1,000 dedicated arts teachers providing leadership in CPS schools.

Additionally, 88 percent of Chicago's public schools have at least one community arts partner providing programs and curricula support, resources such as art supplies or musical instruments, and/or professional development to assist the school's arts education program. Arts partners also supplement the classroom experience by offering in-school performances, exhibits, classroom residencies or demonstrations, and they coordinate class visits to cultural institutions, museums, or other arts facilities.

But quality and access to arts education varies widely across the district. Research and mapping by Ingenuity Incorporated reveals oases and deserts in arts programming; some schools are rich in the arts, but there are too many others with little to no arts learning opportunities for students.

Outside of the classroom, a vibrant arts and cultural landscape is a defining quality of the city of Chicago, generating more than \$2 billion annually and employing more than 150,000 people. The city boasts more than 200 museums, cultural institutions and arts organizations that provide services to students in CPS schools every year. Students can experience visual art, music, dance or theatre on any day in a variety of venues extending to every corner of the city. The city's history of diversity in its culture and arts expands its ability to teach students about their history and their current and future place in the world.





A Citywide Planning Process

In one of his first acts in office, Mayor Rahm Emanuel directed DCASE to create a new vision and Cultural Plan for the city, its first in 25 years. The resulting Chicago Cultural Plan 2012 has been created from the input of cultural, civic and community groups and from thousands of Chicago citizens representing every city neighborhood. Through this public engagement, Chicagoans made it clear that a re-invigorated arts education in Chicago's public schools is one of their highest priorities. In response:

- In May 2012 the CPS Department of Arts Education, with the support of Ingenuity Incorporated and DCASE, launched the process leading to the first district-wide CPS Arts Education Plan. Over the next four months, 20 public sessions were held to gather input from all stakeholders: teachers, principals, parents, students, arts partners and the community at large.
- Thought leaders representing each of these groups formed a larger Advisory Committee that included civic and education leadership to review the source materials and the copious input from the public sessions. The Advisory Committee's assignment was to analyze the data, identify best practices and strategies, and draft the Plan's goals and recommendations.
- A Steering Committee with members representing the Mayor's Office, the Chicago Board of Education, the Chicago Teachers Union, district and cultural leadership, and the philanthropy community advised on the Plan's final recommendations.

Several factors all came together in a remarkably short period of time to make change happen, including: a new mayor with a commitment to the arts; new school leadership and the Full School Day; a greater number of talented arts teachers; ongoing research on the importance of the arts education; data revealing the current state of the arts in the schools; and a citywide arts community with experience in the schools and a willingness to do more.

Recommendations to Expand Arts Education throughout CPS

The CPS Arts Education Plan presents a set of recommendations at the heart of the new policy shaping arts education in CPS schools:

- The Plan's guiding principle is that every student will receive ongoing, sequential high quality arts education both in and out of the classroom.
- Quality arts education means that every student receives a comprehensive and sequential study of every art form—visual art, music, dance, and theatre/drama—from preschool through 12th grade.
- Every school must have a certified and/or endorsed arts instructor providing students with hands-on art making experiences. The Plan honors and promotes the critical role of certified arts instructors in providing quality arts education. Teachers are the anchors for building robust arts programs and creating strong arts partnerships in schools.
- The arts will be integrated in the classroom to connect to other subjects.
- Quality arts education includes partnerships with museums, cultural institutions and community arts organizations to enrich the classroom experience and to provide arts programs and arts encounters outside of the school walls.

Fulfilling these recommendations will require the continued, collective will of all those invested in the education of CPS students, starting with the District leadership. Chiefs of schools, principals and art teachers will be active participants, working to expand and improve arts curricula in their schools. They must also work closely with the District to facilitate understanding of best practices and to ensure that arts programming and funding is distributed equitably. Parents, arts partners and all Chicagoans must continue to demand and advocate for quality arts education.

“To succeed today and in the future, America’s children will need to be inventive, resourceful, and imaginative. The best way to foster that creativity is through arts education.”

**–Arne Duncan
Secretary,
U.S. Dept. of Education**





Looking to the Future

This Plan offers a forceful vision for improving education that all Chicagoans can embrace. Students will have dedicated arts teachers and increased length of arts instruction. They will experience the arts, learn from the arts, and create more art than ever before. And they will make connections between the arts and other core subjects like math, reading and science.

This is a defining moment for arts education in Chicago. This is the moment to embrace creativity and global citizenship, to instill in our children the self-confidence and effective communication skills that will be absolutely essential to their success in the 21st century. This is the moment when we start transforming CPS into one of the most creative and innovative school districts in the nation—one that brings the arts to every child, in every grade, in every school.

Chapter 1

Our Guiding Principles

Today marks the beginning of an important new era in Chicago Public Schools (CPS), one in which arts education is fully recognized as central to the education of our city's children. The goals and recommendations of the first-ever CPS Arts Education Plan are ambitious: to bring visual art, music, dance and drama/theatre to every child, in every grade, in every CPS school.

Research for the Plan reveals the importance of arts education, from improved school culture and student and teacher engagement, to better student attendance, academic performance and graduation rates, all leading to a fuller preparation for life and work in the 21st century. The Plan was built using data that establishes the starting point—the current state of the arts in CPS.

Using what we know about the importance of arts education and the current state of the arts in our schools, the Plan is a roadmap to guide the creation of and support for quality arts programming, ensuring that resources and funding are distributed equitably throughout Chicago's diverse communities and neighborhoods. Through this Plan, CPS will become a national leader in bringing the arts to the classroom—and what city could be a more appropriate home for this initiative than Chicago, with our vibrant arts community and one of the deepest pools of cultural assets and resources in the nation.

Through Mayor Rahm Emanuel's leadership, several factors have converged to create a unique window of opportunity to establish arts education as a core component of a quality education. The Full School Day initiative offers the opportunity to improve what is taught and how it is taught, and gives valuable additional minutes to each school day in which to provide students with a higher quality education than ever before, including a robust arts education.

Additionally, Mayor Emanuel's direction to DCASE to create a new City of Chicago Cultural Plan gave Chicagoans the opportunity to engage with city leaders about how arts and culture can be enhanced throughout the city. In schools and parks, in auditoriums and concert halls, Chicagoans from neighborhood after neighborhood echoed the same sentiment: Chicago's classrooms should be full of visual art, music, dance and theatre.

“Ultimately, our goal is to provide our students with the skill set they need for college or career, and prepare them to contribute to the success of our economy and our community throughout their lifetimes.”

–David Vitale
President,
Chicago Board of
Education



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Case Study

Building Arts Programs to Self-Sufficiency

Music Discovery Program - Ravinia Festival

Challenge:

Ravinia Festival serves schools that currently have no music teacher or music partner, but have expressed an interest in music education for their students. Among its many music education initiatives, Ravinia provides teaching artist residencies for about 20 of these underserved schools per year through its Music Discovery Program. The goal is that, over time, the schools build capacity to sustain their own music programs and staff.

Solution:

Ravinia has created a dual purpose music education program that provides direct music education curriculum to students, while training schools and classroom teachers to use their own resources to hire certified music specialists and work independently with contracted artists.

Professional development is provided over three years to give teams of teachers within a school increased knowledge of how to use music in their classrooms and how to work with visiting musicians to create robust programs. A phase-down approach to the direct services Ravinia provides, paired with expectations of increased teacher participation leads to more self-sufficient in-school arts advocacy and implementation.

Process:

The Music Discovery Program is built around multi-week residencies in K-3 classrooms. School teams are comprised of all participating classroom teachers, a Ravinia Teaching Artist and the school principal. During the school year, Ravinia teaching artists—noted professional Chicago musicians and educators—make several weekly visits to participating classrooms. The artists and classroom teachers work together to introduce musical concepts (rhythm, melody, composition) to their students in the context of the general classroom curriculum.

Student learning is supported by ongoing, mandatory professional development for teachers and artists, including a four-day summer institute and subsequent workshops throughout the school

year. Over a three-year period, teachers are introduced to three different methods, or strands, of infusing music in the classroom. These strands complement each other to provide music fundamentals to students. For example, this year, Crown Community Academy is in the American Songbook Strand, New Field Elementary students are studying Literature as a Springboard for Music Making and Beasley students are Exploring Classical Music through stories, movement and art. Over three years, the groups of schools rotate through the three strands.

As school teams build their capabilities through professional development, Ravinia reduces the number of direct program service hours it provides. First year schools receive 15 artist visits, second year schools receive 10 artist visits and third year schools receive five artist visits. In between artists' visits, teachers reinforce the curriculum by listening to recordings, practicing songs and exploring music/academic connections with their students.

Students demonstrate what they have learned through journal writing, artwork, graphic representations and assessments based on music learning rubrics. This work gives evidence of students' artistic growth and is showcased on Ravinia's Music Discovery Wisdom Network, an online documentation tool. However, the most compelling evidence of student skill development as well as social and emotional well-being through the arts comes from the musical performances given by all participating students at the end of their residencies. The musical skill demonstrated by students in performance, combined with the collaborative nature of the relationship between Ravinia administrators, the Teaching Artist and classroom teachers, helps school administrators understand the great potential of music education for their students and re-evaluate their allocation of resources for music personnel.



Outcome:

Several schools who have been served through Ravinia's Music Discovery Program have either hired their own certified music teachers or have found means—through grant-writing or fund re-allocation—to continue working with teaching artists and music organizations.



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Through this public engagement, Chicagoans made it clear that a reinvigorated arts education in CPS is their highest priority.

Clearly, our community recognizes the role the arts have to play in improving the education of our students. That recognition and support for arts education gave fresh momentum to the city and to CPS to create a strategy for implementing arts education over the next three years.

The Plan was made possible through the collective will and hard work of the many stakeholders of arts education: parents and students, teachers and principals, CPS Department of Arts Education, DCASE, Ingenuity Incorporated, arts partners and local foundations and corporations.

The Plan was created with several guiding principles in mind. Most important is that the arts will return to the classroom and school day experience. Also essential is that every school will have a certified and/or endorsed arts instructor providing students with hands-on art making experiences. Teachers are the anchors for building robust arts programs and creating strong arts partnerships in schools; the Plan honors and supports teachers with stronger professional development and increased resources.

Ensuring a quality arts education also means integrating the arts into the classroom to connect to other subjects and to expand learning in all content areas. And finally, quality arts education means our children get to experience the city's vast array of museums, cultural institutions and community arts organizations whose partnerships enrich the classroom experience inside and outside of the school walls. The Plan supports and elevates arts partners by offering better tracking and information about existing arts partnerships, as well as stronger assistance and guidance to principals and teachers as they create and grow partnerships.

The Plan is more than just inspirational or aspirational; rather, it outlines both the strategy and the tactics to ensure that every student receives a comprehensive and sequential study of every art form—visual art, music, dance, and theatre. Case studies throughout the Plan illustrate how schools have creatively met the challenge to provide quality arts education, such as how principals dedicate funds for the arts in their budgets and how teachers collaborate to integrate the arts into other core subjects. Through quality arts education, our students will be better prepared for graduation, success in college, and for meaningful contributions to our city and the world in the 21st century.

Chapter 2

The Benefits of Arts Education

The benefits of quality arts education are clear. An education that includes the arts improves the academic performance of students, contributes to the economic health of the region and ultimately enhances the quality of life for the entire community (*Illinois Arts Alliance, 2009*).

Research over the past decade consistently shows that education in the arts contributes to significantly decreased dropout rates, improves students' likelihood of entering college, increases civic engagement, and ultimately promotes financial success throughout a person's lifetime. Arts education also strongly correlates to substantially better student engagement, academic performance and test scores (*Illinois Arts Alliance, 2009*). Nationally, high schools ranked within the top one-third for graduation rates have almost 40 percent more arts education (*Catterall, Dumais, Hampden-Thompson, 2012*).

There is also growing recognition that the arts leverage student achievement beyond raising reading and math test scores, contributing to essential 21st century skills like innovative thinking and creativity (*Partnership for 21st Century Skills, 2010*). And the benefits of arts education are particularly strong for low-income students, whose need is often the greatest. Low-income youth who have had substantial arts education are more likely to have attended and finished college, to hold promising jobs, and to be active in their communities as young adults (*Catterall, Dumais, Hampden-Thompson, 2012*). With more than 85 percent of CPS students living in poverty, the potential for arts education to have a dramatic, positive impact on our students cannot be overstated.

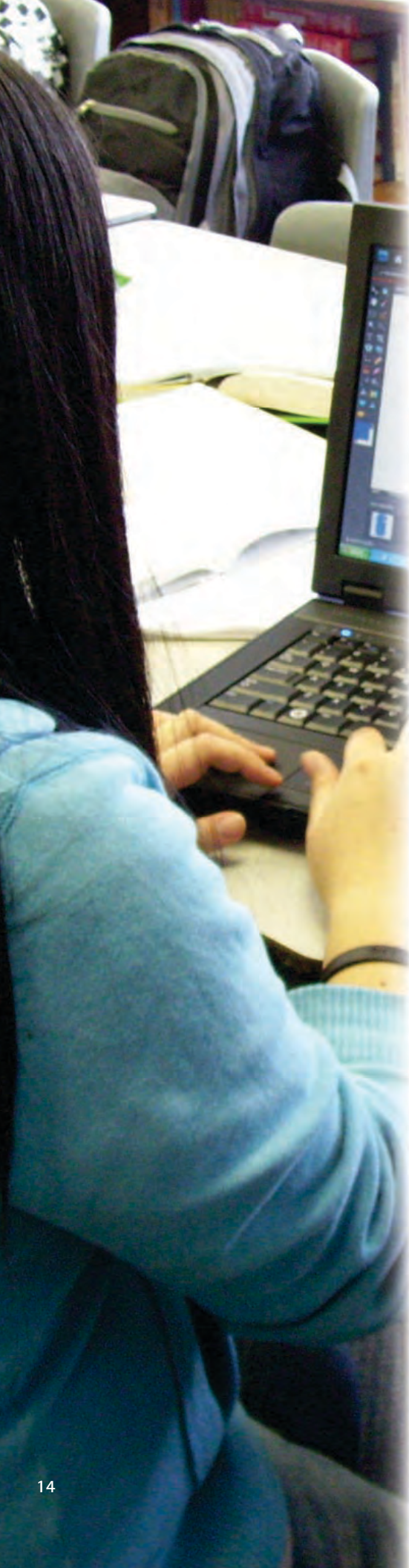
The arts also equip students with skills in demand in the 21st century. The *World Business Chicago 2012 Plan for Economic Growth and Jobs* describes our knowledge-based economy and the importance of creating high-skilled workers:

"Human capital is the single most important input for economic growth...certain basic characteristics of sustainable success in developed economies have become clear. Chief among these are knowledge, dynamism, and global reach. Whether it is embedded in people or in advanced technologies, knowledge increasingly drives productivity and economic growth."

"One of my goals is to spread arts education throughout our public schools so that every child, no matter where they go to school, is exposed to the arts from kindergarten through high school. Student exposure to the arts is currently determined by where individual arts organizations decide to do outreach, the amount of private funding available to those schools in any given year and luck—that has to change."

**—Rahm Emanuel
Mayor,
City of Chicago**





According to the report, demand for highly-skilled workers will increase throughout the 21st century and demand for lower-skilled workers will continue to decrease. Also notable in the report is that,

"The shift in Chicago's regional economy toward new industries is creating challenges for workers who have lost jobs and may not have the skills necessary for available new jobs. New job categories and skill requirements are emerging with increasing speed, making continuous learning and upgrading, particularly of more specific skill sets, more important."

The World Business Chicago plan confirms that we can no longer simply train students to be good in one subject and expect that to translate into a stable job in that field for their lifetime. Sustained career success in the knowledge-based economy requires that our students are not only highly skilled, but creative and critical thinkers who can adapt and learn throughout their lifetimes.

Our challenge is to graduate our students ready for success in the knowledge-based economy. Approximately 42 percent of CPS high school students drop out of school, diminishing their chance for a successful future, and imposing immense costs to society (*Chicago Public Schools, 2013*). We must find better ways to engage these young people, to keep them in school and to provide them the instruction needed to graduate into the professional world.

Leadership at CPS strongly believes that incorporating the arts into the classroom is a cost-effective way to provide students the skills they need to be productive participants in today's economy. After all, the ability to find connections among ideas, to process facts and make effective judgments, and to embrace new and better ways of looking at ourselves, each other and the world around us is what the arts are all about. And it is why the development and implementation of the CPS Arts Education Plan is one of the District's leading priorities.

"Arts education will be tied to learning in other subjects such as math, reading and science, to develop the skills students will need for success in the 21st century workforce: creativity, innovation, and critical thinking and communications skills."

—Barbara Byrd-Bennett, CEO, Chicago Public Schools

Chapter 3

The Starting Point

In the 2012–2013 school year, CPS encompassed 681 schools educating approximately 403,000 students. Of the total number of schools, 472 were district elementary schools and 106 were district high schools (the remaining schools were charter or contract schools). In partnership with the District—and with assistance from the Illinois State Board of Education, schools, and arts partners—Ingenuity Incorporated conducted a detailed analysis of arts education in CPS schools, collecting school-level data on arts teachers, programs and partnerships to understand our starting point and draw a picture of what arts education currently looks like in our schools. Not surprisingly, there is a wide disparity in arts programming. Some schools are rich in the arts, but there are too many others with little to no arts learning opportunities.

To help level the field, the Plan creates an environment of data-driven decisions to support school leaders, teachers and arts partners as they create arts curricula. Furthermore, the data will facilitate communication of the status and importance of arts education to parents, students and the community at large. Ingenuity Incorporated's examination of existing policies, staffing levels, instructional minutes, and funding, as well as external resources and partnerships, offers a good starting point for a needs analysis.

Policy

The No Child Left Behind (NCLB) Act of 2001 designated the arts as a core academic subject and required states to develop challenging academic and student achievement standards in all core academic subject areas. However, NCLB did not require state testing in fine arts as it did in other core curricular areas such as math and language arts.

State of Illinois policy simply requires school districts "to ensure that each school makes available to all students instruction in the six fundamental learning areas, which include the fine arts." (*Ill. Admin. Code, 2007*). There is no required minimum number of minutes for arts instruction at any level, nor distinctions about which forms are required in the elementary level. Before the Plan this held true for CPS; there were no required credits or minutes for arts education for elementary students in kindergarten





through eighth grade. CPS District policy requires that high school students must complete two credits in two separate arts forms in order to graduate, requirements that are above and beyond the state requirements for arts education in high school.

Instructional Minutes

Prior to 2012-2013, arts classes for K-8 students were between 40-50 minutes in length. The CPS Arts Education Plan's recommendation to dedicate 120 minutes of arts instruction per week for elementary students (K-8), and to expand arts curricula to include theatre and dance at every school puts Chicago in a position of leadership among its peer districts in providing arts education for students, according to the independent research conducted by Ingenuity Incorporated. This research also determined that increasing the high school graduation requirement to include all four art forms would bring Chicago in line with other large public school systems like the New York City Department of Education, the Los Angeles Unified School District, Miami-Dade County Public Schools, Dallas Independent School District and the School District of Philadelphia, among others.

Funding

Funding of arts programs at each school is not systematically tracked at the District level, so what is known about each school's arts budget, as a percentage of its overall budget, varies. Because the number of full-time arts teachers increases as enrollment increases, we can assume that arts budgets tend to grow with enrollment. However, the data to prove this assumption and to provide a clear picture about budgets for arts education is not currently known.

Ingenuity Incorporated's research reveals the need for a reporting system to track, analyze and disseminate arts data, so that decisions can be grounded in data to create more equity in programming and funding throughout the District.

Teachers and Arts Endorsements

Quality arts programs start with teachers. In the 2011-2012 school year there were 927 full-time equivalent (FTE) arts teachers in CPS schools. There were 506 FTEs at the elementary level and 421 FTEs at the high school level. Elementary schools tended to staff part-time arts teachers more frequently than high schools. 533 schools had a certified and/or endorsed arts teacher on staff (this data does not reflect charter and contract schools).

Previous CPS funding guidelines stated that schools with enrollment of 750 students or less were entitled to a half-time certified and/or endorsed arts instructor and schools with enrollment over 750 were entitled to a full-time certified and/or endorsed arts instructor. The Plan recommends one full-time certified and/or endorsed arts instructor for each school, or an improved teacher-student ratio. In comparison, policy in the Miami-Dade County Public Schools policy is one full-time arts instructor for every 530 children; Boston Public Schools ratio is one arts teacher for every 350 students (*Rabkin, Reynolds, Hedberg and Shelby, 2011*).

In the 2011-2012 school year there were 2,754 arts endorsements in the CPS system. A teaching endorsement is achieved through additional coursework and training that makes a teacher eligible to teach a specific grade level or subject. The Plan also bolsters the number of endorsed arts teachers and seeks to better utilize the existing arts endorsements. Of these endorsements, half were in visual arts, approximately one-third were in music, and only two percent were in dance. While at 13 percent of the total, the endorsements in theatre appear low, this figure is high when compared to the national average that hovers around three to four percent (*Parsad, B. and Spiegelman, M. 2011*).

Historically, there are teachers endorsed in the arts who are not teaching the arts as their primary or secondary teaching assignment. The Plan encourages principals to utilize the pool of teachers with arts endorsements to their fullest potential as they expand arts programming and integrate the arts into other subjects.

Partnerships

CPS enjoys access to one of the largest and most dynamic collections of cultural institutions and community arts organizations in the world. Chicago's cultural community has consistently supported improvement and expansion of the District's arts policy and has provided funding and resources to support arts programs. The arts community played a tremendous role in the planning process for the Plan, bringing its historical knowledge to bear in creating the goals and recommendations.

Working closely with school staff, arts partners provide critical student learning experiences including performances, exhibits, classroom residencies or demonstrations, and offer field trips to



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Case Study

Teacher Best Practice

Music Teacher Heidi Jo Stirling

Challenge:

As part of the CPS Fine and Performing Arts Magnet Cluster Program, teachers were asked to integrate the arts into core classroom subject areas, focusing on experiential learning. Music Magnet Cluster Lead Teacher (MCLT) Heidi Jo Stirling wanted to create a unit integrating music, language arts and visual arts that would also help students reflect on Black History Month in February.

Solution:

Ms. Stirling, a 13-year teacher, worked with visual arts teacher Lisa Macri and classroom teachers John Hillier and Mary Kay Kochis to develop a unit on leitmotifs that would increase students' learning in language arts and music skills while incorporating visual art. The teachers collaborated on inquiry questions for the unit to spur classroom discussion and help students analyze their work:

- **Why do composers use notation devices to write down their musical thoughts?** Students discussed that these notations can be a way to remember and replicate the music with precision, or to instruct the musicians as to how the composer intends the music to be played.
- **How does a composer use musical elements to create leitmotifs for his/her characters?** Students discussed how the timbre of each instrument can represent each character.
- **How does an instrument represent the qualities of a character?** Students discussed how to listen for pitch, tempo, dynamic and timbre of instruments to find one that best represents a character.

Process:

The teachers began planning three months in advance, mapping the content of each lesson and whether it would be taught in the music room or regular classroom. The unit lasted approximately a month, with three, 40-minute lessons per week.

To begin the unit, students secretly drew the name of a character from the African folk tale *Why Do Mosquitos Buzz in People's Ears?* The class read the story aloud with their classroom teacher, and then Ms. Stirling helped the students identify the elements of theme, setting, plot and character, paying particular attention and

writing down the action words and descriptors. The class discussed how these elements are used along with the musical elements of pitch, timbre, tempo, and dynamic when composing a musical story.

The teachers then introduced the term "leitmotif" to the students, which is a short musical phrase that represents a character or idea in the story. Ms. Stirling played a short excerpt of a modern leitmotif from the movie *Jaws* that she thought students would recognize. She then played a segment of Prokofiev's tone poem *Peter and the Wolf*, identifying how he uses leitmotifs to identify the characters in his story such as Peter, grandfather, and the wolf.

Students then experimented with composing leitmotifs for their secret character, exploring and improvising with hand instruments like maracas, tambourines, hand drums and triangles as well as the piano, keyboards, recorders, xylophones and guitars.

Students devised different methods for composing their leitmotifs, such as standard notation using quarter notes and half rests, along with graphing and pictures. The class participated in a "share-out" between pairs of students, performing each other's leitmotifs and making final changes to compositions to get the duration, pitch, tempo dynamic and timbre just right, using the feedback and musical direction from their partner. Then, one at a time, students performed their leitmotifs for the entire class and guessed each student's secret character. To incorporate visual art, students made masks for their characters with assistance and direction from the art teacher. The unit culminated with a performance of all the students' leitmotifs that was attended by other classrooms.

Outcome:

The unit effectively layered the teaching in both music and language arts, spiraling from one to the other and creating an extension in visual art that was very meaningful for the students. The unit addressed five of the National Standards for Music through reading, listening to, performing and composing music to help understand relationships between music, language arts and visual arts.

Heidi Jo Stirling, Music MCLT

Lincoln Park High School (2002-2005)

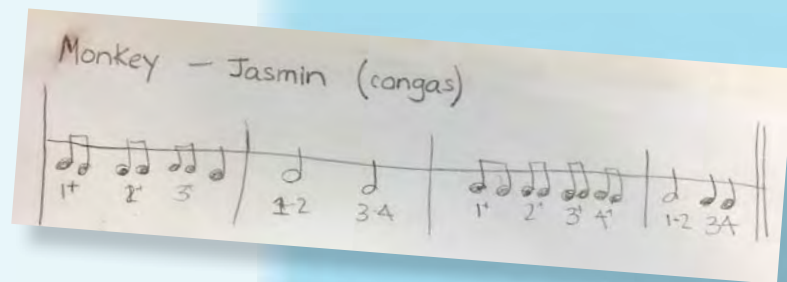
Carpenter Fine & Performing Arts Magnet School (2005-2011)

Lozano and Edgebrook Elementary School (2011-2012)

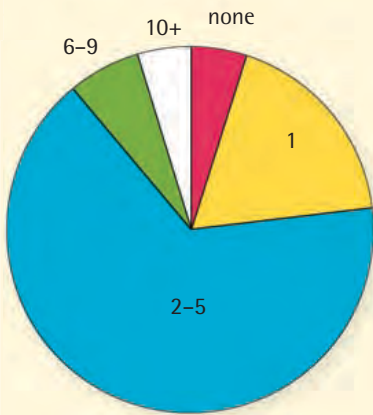
Solomon Elementary School (2012-2013)

"Arts integration is a powerful tool that has transformed the way I approach teaching many of my units. The benefits to student learning are obvious, but I think one of the most valuable things it has done for our school community is to foster a collaborative relationship throughout the school, amongst the teachers, and across the curriculum."

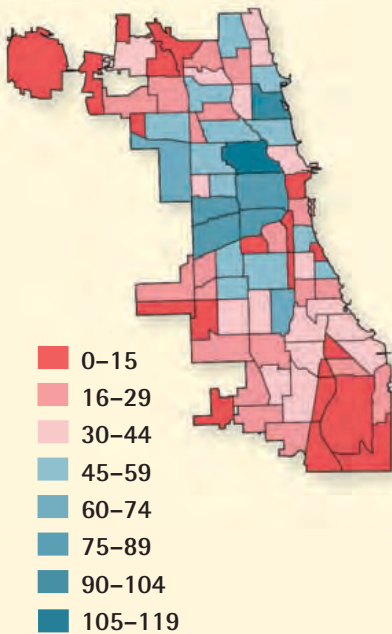
**-Heidi Jo Stirling
Music MCLT**



Number of Arts Partners per School, 2012-2013



Total Number of School Arts Partnerships by Community Area



(continued from page 17)

neighborhood and city cultural institutions. Arts partners provide programs, curricula support, arts supplies and musical instruments. They also provide professional development opportunities for principals and teachers responsible for schools' arts programs. The arts partners are diverse in both programming and geography, honoring and promoting the unique voices, history and cultures of Chicago's neighborhoods.

Currently, 95 percent of schools in the District have at least one arts partner. The average school has four partnerships, and there are approximately 30 schools with 10 or more partnerships. There are just over 2,500 existing programs between schools and arts partners. Although the average arts partner has 12 partnerships within the CPS system, approximately 30 schools have no arts partnership at all, 123 schools have only one arts partner, and nearly 100 more have only two arts partners.

According to Ingenuity Incorporated's research, the most common service provided is a field trip, comprising nearly one-fourth of all partnerships. The least common is a residency program, where a teaching artist or group of artists implements an arts curriculum over several weeks or months, in cooperation with classroom and/or arts instructors.

The Plan generates new resources for schools, such as a new school leadership guide for principals, the new partnership guide, and an Arts Liaison within each school, to help school leaders and arts partners find the best partnership opportunities. The Plan also creates strategies to identify the needs across the District to ensure that every school has at least one arts partner.

Chapter 4

Barriers and Opportunities

Schools must overcome a number of obstacles to provide quality arts education from preschool to high school graduation, chief among them are classroom time, funding, instructional support, and the collective will to make quality arts education a consistent part of the overall curriculum. That these barriers have often been too much for schools to overcome is understandable, given the demands placed on administrators and teachers to provide a well-rounded education and to show consistent improvement on the standardized tests by which students and schools are largely judged. The Plan seeks to change this by seizing opportunities that already exist and creating

new ones where needed to help schools confront and overcome the barriers:

- The Full School Day initiative adds valuable minutes to each day that can be used to incorporate the arts more fully into the school's curriculum. Principals and school leaders have been given great flexibility in determining how to use the additional minutes, and the Plan provides guidance and structure to support them as they work to incorporate arts education into the longer school day.
- Funding is a continuous challenge, as school leaders are asked to stretch every dollar and maximize the benefit for students. The Plan includes budget support for the arts, including creating a District-wide fund for materials and resources and an external fund to support arts partnerships. A long-term goal is to create and maintain an internal/external revenue stream to provide consistent arts-focused funding throughout the District. For example, in 2012 Portland, Oregon voters approved via referendum a tax that funds arts teachers and organizations, providing a direct revenue stream for the arts in schools.
- The lack of coordinated information to offer guidance and support for quality programs, and the need for professional development to support teachers present stiff barriers. The Plan calls for more coordinated and consistent reporting to the District and a stronger professional development system in arts education to improve the exchange of information between the District and schools, as well as schools and arts partners.

Most important, this Plan marks a fundamental shift from viewing the arts as enrichment or extra-curricular to making the arts a core subject with dedicated minutes in the classroom each week. Elevating the arts to a core subject is the first, essential step to overcoming many of the barriers that exist. The collective will needed to meet our challenges head on and make arts education a priority has been passionately articulated by the people of Chicago. The Plan seizes this momentum to make the vision of quality arts education for every student a reality.



Chapter 5

The Planning Process

“If math and reading and science are the exercises...art is the stretching that permits you to lift a little more weight and do a few more reps. It is not a break from important work, it is the equally important *enabler* that allows you to work harder and achieve more.”

–DinaL. E verage
Principal,
D.S. Wentworth
Elementary School

The CPS Arts Education Plan builds on a long history of integrating arts education into Chicago Public Schools with the support and assistance of the city’s cultural community. Key moments in this history include:

1990s

Arts integration began to flourish, bringing teaching artists and arts organizations into partnership with CPS classroom teachers.

1999

Arts education took a giant step forward with the launch of the CPS Fine and Performing Arts Magnet Cluster Program.

With funding by the Chicago Community Trust, the District launched the Chicago Arts Education Initiative Demonstration Schools program to provide sequential arts education in all four state-recognized art forms in all CPS elementary schools.

2006

The CPS Department of Arts Education was established.

2009

Arts Alliance Illinois released *Arts at the Core: Every School, Every Student*, the first and only audit of arts education in Illinois public schools. Despite agreement by virtually every Illinois principal and superintendent that the arts are essential to a well-rounded education, Arts at the Core discovered that one in five Illinois schools offered no programming at all in the arts.

In response, Arts Alliance Illinois published *Arts at the Core: A Guidebook and Planning Tool* to assist principals, administrators and teachers in creating and improving arts education programs.

The Chicago Arts Learning Initiative (CALI) brought together 400 leaders from arts and cultural institutions, the CPS Department of Arts Education, principals, teachers and funding organizations with the goal of creating sustainable access to innovative arts learning for all CPS students.

As a result, the *Chicago Guide for Teaching and Learning in the Arts* was created, offering schools a roadmap for providing arts instruction at all grade levels.

Ingenuity Incorporated was established to forge a vision for utilizing the arts to improve public education for each child, in every school throughout the city.

2011

The Chicago Community Trust conducted an extensive survey of arts partners and published *Arts Convenings*, a report showing the gaps in the arts delivery model and offering strategies for better arts programming.

The VIVA Project, a new initiative to increase teacher participation in state and federal education policy decisions, issued a report sanctioned by the Chicago Teachers Union and CPS that provided strategies from teachers for expanding arts programs in schools.

2012

Mayor Rahm Emanuel's *Chicago Cultural Plan 2012* was created from the input of cultural, civic and community groups and from thousands of Chicago residents representing every neighborhood.

In May 2012 the CPS Department of Arts Education, with the support of Ingenuity Incorporated and DCASE, launched the planning process for the CPS Arts Education Plan. Over the next four months, 20 public sessions were held to gather input from all stakeholders: teachers, principals, administrators, parents, students, arts partners and the community at large.

More than 10 engagement sessions exclusive to teachers, principals and administrators were held, with more than a thousand participants. Two open public parent engagements were held, as well as several one-on-one discussions with a wide array of parent groups, with COFI (Community Organizing and Family Issues) and Raise Your Hand participating in earnest. Community-based organizations and arts partners participated in three engagement sessions, with more than 300 arts partners in attendance. More than 200 students—from elementary through high school age—participated in three student engagement sessions. Six institutions of higher learning were engaged during the public process as well.

Thought leaders representing each of these stakeholder groups formed an Advisory Committee that included civic and education leadership to review the source materials and process the public input. The Advisory Committee analyzed Ingenuity Incorporated's research, national best practices and other



Source Data and Documents:

- Master arts education plans from other major U.S. cities
- The VIVA Project report entitled *Time, Teachers and Tomorrow's Schools*, which provides 49 ideas to use the longer school day to better serve the needs of teachers and students
- *Collaborating for Change*, a report produced by the Chicago Arts Learning Initiative (CALI)
- The CPS *Chicago Guide for Teaching and Learning in the Arts*
- The Teaching Artist Research Project conducted by the University of Chicago
- ArtLook Map
- The Chicago Community Trust Arts Convenings
- Ingenuity Incorporated's Mapping and Data of Arts Education across CPS
- *Arts at the Core* by the Arts Alliance Illinois
- Illinois State Board of Education and Chicago Public Schools staffing and certification information

source data to draft the Plan's goals and recommendations. A Steering Committee with members representing the Mayor's Office, the Chicago Board of Education, the Chicago Teachers Union, district and cultural leadership, and the funding community advised on the Plan's final recommendations.

The engagement process was inclusive to all CPS schools—charter, magnet, neighborhood, selective enrollment, elementary and high schools. After considering the input from these meetings and reviewing source documents, the Advisory Committee concluded that—in order to use a common language and achievable goals—this Plan would be directed to schools that follow traditional CPS guidelines. Goals and recommendations for arts education in charter schools will be developed and presented in a separate, subsequent document.

Building on two decades of effort to improve arts education in our schools, with six months of intense participation by stakeholders, the following goals and recommendations were developed. It is essential that the stakeholders vital to the creation of the Plan be part of its implementation, embracing the opportunity to improve the education our children receive through the dynamism and creativity that arts education offers.



Chapter 6

Goals and Recommendations

The Plan is structured around major goals that cover:

- Policy
- Curriculum, Instruction and Assessment
- Capacity Building
- Partnerships
- Data-driven Decisions

Funding is a priority across all goals, and the Plan includes recommendations to work toward adequate and sustainable funding distributed equitably across the District.

Recommendations within each goal impact all stakeholders in arts education, and all stakeholders have a role to play in implementation. Some recommendations require policy changes from the Chicago Board of Education, with implementation directed by principals and school leaders. Others will be led by the CPS Department of Arts Education in coordination with external support agencies like Ingenuity Incorporated, as well as arts teachers and arts partners. Many will require school leaders and teachers to creatively utilize existing resources, with new resources and guidelines from the District to help principals and teachers reach the goals.

The recommendations are designed to be flexible, with the expectation that they will adapt and improve as they are implemented. They acknowledge that Chicago's neighborhoods have a distinct history and voice and that no one model or solution will work for all schools. Rather, the goals and recommendations represent a starting point to leverage the resources and opportunities that already exist in the system. They build on the excitement and enthusiasm shown in the public planning process, and they represent the best effort to date to elevate arts education for our students.

GOAL 1: District Arts Policy

Create district-level policies that support the arts in every child's preschool through 12th grade education experience, and create conditions throughout the District that utilize the arts to support student success.

- Make arts a core subject by dedicating 120 minutes of arts instruction per week for elementary schools.** The arts will be a core subject with required minutes that must be incorporated into the school week, as with other

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Case Study

School Best Practice

Lindblom Math and Science Academy

Challenge:

Lindblom Principal Alan Mather and the fine arts faculty must maintain a strong fine arts program to help fulfill the school's mission of preparing students for college, by building inter-disciplinary courses and creatively using arts partnerships to further the arts curriculum. Lindblom Academy is a selective enrollment high school that accepts students from across the city based on 7th grade test scores, grades and an entrance exam. The school also includes the Lindblom Academic Center program for talented seventh and eighth grade students. Students at Lindblom are dedicated and ambitious learners who expect their high school experience to fully prepare them for the demands of college.

Solution:

Lindblom integrates the arts into the college preparatory curriculum, viewing the two as inextricably linked. Principal Mather uses a combination of CPS funds, federal Title IX and Supplemental Education Services funds and outside grants to fund seven full-time arts teachers, four in visual arts and three in music, and to provide a diverse curriculum of fine arts courses, while integrating the arts into many other subject areas. At Lindblom, the arts curriculum thrives because of the initiative taken by teachers to continually change, adapt and grow their curriculum, and through the commitment by Principal Mather to support and fund arts programming.

Process:

In addition to the full-time fine arts teachers, teachers with endorsements in the arts augment the fine arts curriculum. For example, the librarian teaches dance courses, and an English teacher teaches drama. The arts are integrated into many courses, such as Intro to Gaming Concepts in which technology and visual arts intersect as the students create their own apps—both the functionality behind the app as well as its visual appearance. Music is integrated with science in courses like the Physics of Sound, where the music teacher joins the physics teacher in the science lab to discuss sound and study sound waves. Visual art meets history in the History of Propaganda course that offers a half-credit in history and half-credit in fine arts. In this course students study and analyze propaganda throughout history and then create their own propaganda.

Lindblom also uses arts partnerships to extend the students' experience outside the walls of the school. For example, through a partnership with the organization Global Voices, the Arabic instructor teaches a course in which students write plays in Arabic with the help of students in Morocco. The Lindblom students write their plays in Arabic, the Moroccan students write theirs in English, and then the Lindblom students use the distance learning lab to perform their plays for and receive critique from the students in Morocco.

The arts teachers are resourceful in identifying funding sources and partners who can help build or enhance course curriculum. One of the music teachers suggested that the school apply for a grant from the **VH1 Save the Music Program**. Principal Mather wrote the grant and they received \$30,000 which was used to buy instruments to start a 7th and 8th grade band. For the theatre course in Arabic, the instructor initiated the conversation with Global Voices to develop the course, and Principal Mather carved money out of the school budget to fund it. As he says, his first response to a new initiative proposed by teachers should always be, "How can we make this work?"

Outcome:

There are 38 credit-bearing courses in fine arts. There is also a wide variety of curriculum content and extra-curricular activities to supplement the coursework:

- Band and percussion**
- Choir and chorus**
- Student music club**
- Theatre, dance, drama and acting**
- School talent show**
- Drawing, sketching and painting**
- Mosaics**
- Animation, graphic design, mixed media and web design**
- Photography, film and video**
- Open mic nights**

The arts are also integrated into other core subjects to build critical thinking skills and engage the students' interest and enthusiasm. Through interactive and integrated programming both in and out of the school day, students are engaged in creative learning on a daily basis.





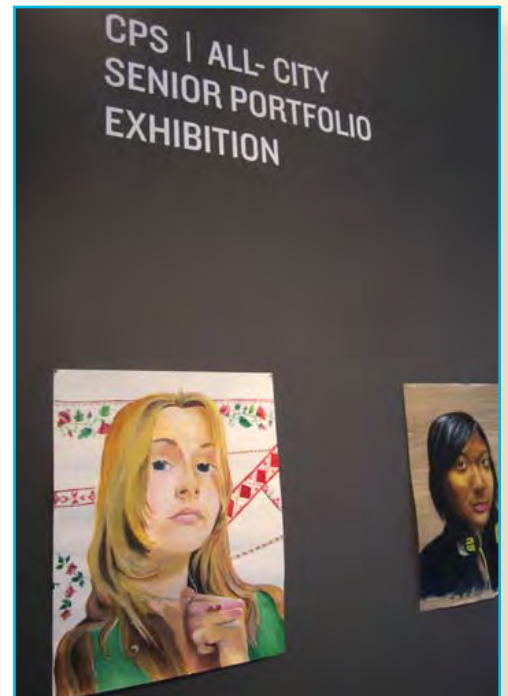
(Continued from page 25)

core subjects like, math, science and language arts. The recommendation of 120 minutes of arts instruction sets a higher standard for the amount of weekly arts instruction and moves the arts out of "enrichment" and "non-core" classifications. School leaders are encouraged to utilize the additional minutes in the Full School Day to work toward dedicating 120 minutes to arts instruction.

- b) **Expand the number of art forms offered to include visual art, music, dance and theatre at all grade levels.** School leaders can begin working toward this goal in the 2012-2013 school year, with the understanding that many schools will need support and resources from the Department of Arts Education and arts partners to create programming in all four areas. Schools are encouraged to use the *Chicago Guide for Teaching and Learning in the Arts* as an essential resource to assist in establishing new programs. The Plan's recommendation for expanded professional development for teachers and principals will provide them with support and direction as they work to expand their curriculum into all four arts disciplines.
- c) **Expand the high school graduation requirements to include all four Illinois recognized art forms.** Currently, CPS high school students must complete two credits in two separate arts forms chosen from only music and visual arts. With this recommendation, dance and theatre will also be recognized courses that can be applied toward graduation. The expansion of the high school graduation subject credits has been an issue for more than a decade and requires approval by the Chicago Board of Education. This is a simple way to increase student participation in dance and theatre classes and to encourage high schools to expand these programs.
- d) **Set minimum staffing requirements in the arts at one certified full-time employee per school, or an improved ratio.** After reviewing policy, programs and outcomes at other large districts across the country, the Advisory Committee strongly endorsed an improved arts teacher/student ratio for CPS (previously at 750:1). Because teachers anchor and sustain quality classroom arts instruction, this is an essential step to decrease the current disparity among schools.

Critical to successful implementation of the Plan will be the equitable allocation of arts teachers across CPS, to ensure that every child benefits from a certified and/or endorsed arts teacher's instruction. Recognizing that this recommendation may require principals and school leaders to increase their arts budget, the Plan includes a focus on funding to help schools secure other, non-staff arts-related resources, so a school's funding can be dedicated to arts staffing.

- e) **Identify and activate an "Arts Liaison" in every school and network for improved coordination and communication in the arts.** The Arts Liaison concept is rooted in the Chicago Cultural Plan's recommendation for a chief creative officer in every school. The new Arts Liaisons will connect students, schools and communities to resources and opportunities that will grow and expand programming in music, dance, theatre and the visual arts. The Arts Liaisons will lead, connect and inspire—developing arts programs within their school and working to meet rigorous goals for arts education. The Arts Liaisons will be encouraged to work together to share best practices and to be a resource for one another in building and sustaining programs and partnerships. Schools are encouraged to begin planning immediately to ensure that an Arts Liaison has been identified and is acting in this role at the start of the 2013-2014 school year.



GOAL 2: Arts Curriculum, Instruction and Assessment

Ensure District arts curriculum, instruction, and assessment is consistent, supports arts learning pathways from preschool through 12th grade, and utilizes both direct arts instruction and arts integration strategies.

- a) **Map and align arts curriculum to the Common Core State Standards in order to support high school graduation, college entry, college graduation and career readiness.** The Common Core State Standards in literacy and math outline what students are expected to learn at every grade level to be prepared for success in college and careers and are focused on developing comprehension and critical thinking skills versus rote learning. Arts learning employs abstract reasoning, analysis, interpretation and cognitive demonstration—making the arts a perfect instrument for the new Common Core State Standards.





Chicago Public Schools began to transition to the Common Core in 2011-2012. They will be fully implemented by the end of the 2014-2015 school year. In the summer of 2012, the District released its CPS Content Frameworks for Literacy and Mathematics, which outline the expectations for implementation of the standards and provide a toolset of resources to help teachers get started. The District will align arts standards with the Common Core in Literacy and Math and create similar resources to guide teachers in aligning arts curriculum to the new standards.

- b) **Align the *Chicago Guide for Teaching and Learning in the Arts* to the forthcoming Core Arts Standards.** The new Core Arts Standards will convey what students should know and be able to do as a result of a quality arts education program. Developed by The National Coalition for Core Arts Standards and scheduled for release in 2013-2014, the Core Arts Standards will bring more rigorous learning standards to the arts, much like the Common Core Standards in Math and Literacy. The *Chicago Guide* is a curricular framework in music, visual arts, theatre, and dance that is sequential and developmentally appropriate, and was designed to meet state and national arts standards. The CPS Department of Arts Education will align the *Chicago Guide* to the new national Core Arts Standards (www.nccas.wikispaces.com).
- c) **Add additional art forms (i.e. media arts) to the CPS curriculum and the *Chicago Guide*.** National research shows that art forms like media arts and literary arts contribute greatly to student learning and success. These additional art forms are also increasingly being built into the curriculum of fine arts and film schools at colleges and universities. For example, media arts is a growing field of study that includes digital art, computer graphics, animation and robotics, and internet and interactive art, among others. The District will examine the benefits of adding art forms such as media arts to the curriculum and to the *Chicago Guide* to ensure students are prepared for new and growing fields of study and industry.
- d) **Require that the arts be represented on each school's Continuous Improvement Work Plan (CIWP).** Inclusion of the arts on the CIWP is a major step in ensuring that

proper planning, staffing and budgeting for arts curriculum occurs in each school. As required by Illinois law, each school develops a CIWP every two years to establish a school's mission, the strategic priorities for the next two years, and the specific actions to align resources to those priorities and to strategically assign teachers based on student need and teacher expertise. The CIWP must be approved by the school's Local School Council and by leaders of its school network, ensuring that feedback and oversight from stakeholders will be given to the arts curriculum.

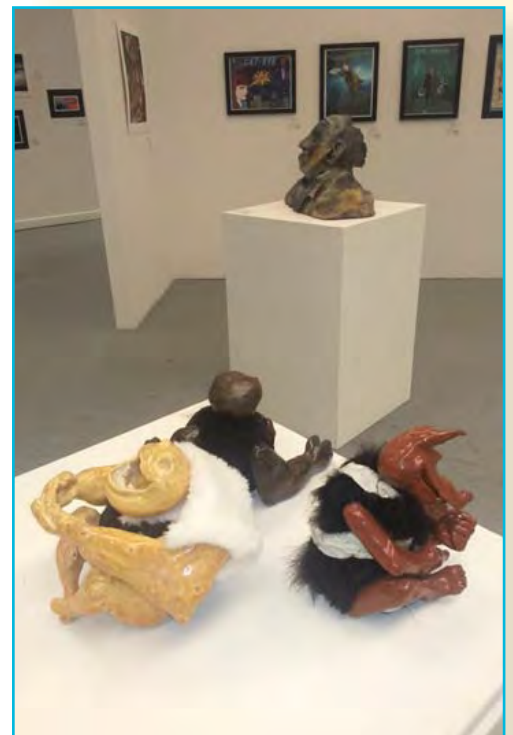


GOAL 3: Capacity Building

Provide relevant professional development for all stakeholders to build their capacity for improving student learning in and through the arts; and to develop strategies to address the District's challenges to arts education.

a) **Create a system for identifying professional development needs and growth areas in the arts.** Professional development is an essential support mechanism for teachers and is required to maintain their teaching certification. Professional development is also available for principals, chiefs of schools and arts partners who assist in building curriculum, but there is currently no formal system that fully tracks or analyzes professional development programs for arts education. The District, in partnership with Ingenuity Incorporated, will explore creating a formalized system to track all the professional development gaps and opportunities in the arts, to analyze the audience and content of existing programs, and to use that information to set a baseline for district-wide professional development needs. Such a system would then be used to better align professional development to teacher needs for the greatest impact.

b) **Offer consistent and relevant professional development to all CPS stakeholders, including teachers, principals, chiefs of schools, parents, and arts partners.** The CPS Department of Arts Education will work with Ingenuity Incorporated to convert the varied collection of professional development opportunities into a database to create higher quality professional development across the system, targeted specifically toward the needs and goals of each school and network. The benefit of a centralized





professional development system will be more consistent and relevant professional development to better meet the needs of all stakeholders in arts education.

- c) **Develop a Creative Schools Certification to establish school and network-level supports to help principals plan for and implement the arts both in and out of the school day.** A new arts certification is one of the Plan's most important and essential initiatives. The certification will provide both structure and incentives for schools to achieve the goals and recommendations of the Plan. This framework will not be a rigid structure into which every school must fit, but rather will be designed to give school leaders flexibility to more effectively plan for and implement arts programs into the entire school environment. The framework will provide guidelines and benchmarks that indicate levels of success. The arts certification will be noted on each school's annual progress report card so that parents and stakeholders can include arts education as part of their evaluation of a school. Schools will have the opportunity to receive additional supports and resources as they reach each level of success.

- d) **Identify opportunities to tie arts education to college and career readiness as well as workforce standards.** The CPS Office of College and Career Success (OCCS) offers resources to help students plan their path beyond high school, offering college and career preparation and technical education programs. The office coordinates school-based counselors and career coaches, and partners with colleges and universities to give students a preview of college experiences, and with industry to provide career-based learning. The CPS Department of Arts Education will work with OCCS to explore how arts education can strengthen college preparation curricula in CPS high schools and integrate into OCCS programs.

- e) **Write and disseminate "School Leadership Guide in the Arts" to establish a common vocabulary and understanding in the arts.** Just as the *Chicago Guide for Teaching and Learning in the Arts* is a roadmap for teachers, the "School Leadership Guide in the Arts" is envisioned as a roadmap for principals and school leaders about how to incorporate more minutes and additional arts disciplines into each school day and week. The "School Leadership Guide" will be created by CPS Department

of Arts Education to support the new Creative Schools Certification and will provide principals with tangible steps they can take to build their arts programs.

GOAL 4: Partnerships

Facilitate and support external partnerships and collaborations in the arts, built upon quality indicators, to enhance student learning at all levels and celebrate and honor student voice, culture, and traditions.

- a) **Design and implement a Request for Proposal (RFP) process that supports and elevates the quality of programs provided by arts partners and independent teaching artists.** Because the District must help ensure quality partnerships, CPS Department of Arts Education will lead an effort with arts partners to analyze the existing vendor system and create a new, streamlined RFP process specific to arts partners. This new RFP process will also formalize data collection and program evaluation, and will include quality benchmarks and best practices to be shared among schools and partners.
- b) **Match at least one arts partner to every school in collaboration with an arts teacher, classroom teacher or other content area teacher.** Three key elements will further the goal of having a quality community arts partnership in every CPS school: the Arts Liaison as thought leader, a coordinated effort across CPS Networks, and a new vendor RFP system. Each year, the Arts Liaison will take the lead in synthesizing input from teachers, school leaders, parents, and school community to establish the arts partnerships best suited to their school's needs. Next, the District, chiefs of schools, and outside support agencies like Ingenuity Incorporated will work together to identify arts resources and gaps across CPS and in turn more effectively coordinate the delivery of services to clusters of schools. Lastly, the improved vendor RFP process will ease the logistical process of matching schools with partners.
- c) **Design and implement a coordinated public/private strategy that will improve delivery of resources, opportunities, and partnerships at the school level through the new Arts Liaisons.** The goal of a public/private strategy is to expand arts instruction in entire sectors of the city, and to advocate for these changes within schools and throughout the District. The public/

(continued on page 36)





Case Study

Arts Integration

Visual Arts and Science Integrated Unit on Topography—Fort Dearborn Elementary School

Challenge:

Sixth graders at Fort Dearborn Elementary School participated in an integrated unit that combined science and visual arts. Initially, students studied the topics of landscapes and landforms in an earth science unit, but post-assessment showed that students continued to lack knowledge when applying various landforms to landscapes.

Solution:

The visual arts and science teachers collaborated on a unit in Topography to address the learning needs of students very purposefully, integrating visual arts into the science unit. The teachers created the following learning objectives that were applied in the pre- and post-assessments of students:

- In earth science, students would be able to identify landforms in various regions across the U.S. and interpret a topographic map. Students would be able to demonstrate an understanding of how maps represent landforms in regions.
- In visual arts, students would be able to identify a landscape, recognize the devices used by the artist to create the illusion of depth, recognize the difference between realistic and surrealistic art, and use a variety of materials and processes to create both two- and three-dimensional art work.

Process:

To begin, students reviewed information about landforms from their science and social studies textbooks. Students read specific materials regarding landforms and landscapes and engaged in classroom discussion regarding landforms located within the United States. Students were then assigned a specific region in the United States to study and research, referring to physical and political maps to determine various landscapes within their region, and conducting general research to expand their knowledge of their specific region.

In art, a pretest focused on landscapes was administered. Students discussed the elements found in a landscape and the devices used by artists to create the illusion of depth in a landscape. They then compared and contrasted naturalistic landscapes to surrealistic landscapes, using art from Salvador Dali, Raymond Georges, Yves Tanguy

and Dr. Seuss. Using markers with paper torn in various shapes and sizes, they created a realistic and surrealistic landscape. They were required to utilize size, placement, and overlap to create the illusion of depth, and then a discussion of relief sculptures followed as a transition into three-dimensional art.

For the final project, each student used his or her assigned region of the U.S. to create a three-dimensional landform. An enlarged version of the map was drawn on foam core board, divided into regions and distributed to the students. Students continued research on the topography of their area and, based on this research, sculpted a landscape of their region from salt dough.

During the art-making sessions, the art teacher assisted students in production, while the science teacher guided students in creating accurate landforms. Photos were taken of each landscape, enlarged and then projected onto a screen. Students were then photographed standing "in their landscapes."



This topography unit reflects a recently-developed model of arts integration that includes the examination of students' learning needs and student-produced work. It also relies on pre- and post-assessments to clearly indicate student learning from the unit.

Outcome:

In the topography unit, the students gained between 17 and 37 points from the pre-assessment to post-assessment, showing a much better understanding of the elements in landscapes and the contrast between naturalism and surrealism.

Illinois State Standards

The topography unit addressed these Illinois State Standards:

- 26.B.3d Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional, and decorative.
- 12.E.3b Understand that land forms are the result of the combination of constructive and destructive forces. Understand that constructive forces include crustal deformation, volcanic eruption, and deposition of sediment, whereas destructive forces include weathering and erosion.



Review this curriculum unit on-line at www.bccla.net/units.



(continued from page 33)

private partnership will identify the needs of individual schools and the gaps that exist in the larger school networks, and will determine what resources are needed to elevate the schools and networks. This will require a coordinated effort by District leadership, Ingenuity Incorporated, the schools and their Arts Liaisons, and the arts community.

GOAL 5: Data-driven Decisions

Build a sustainable system infrastructure to track, analyze and disseminate standardized data on arts instruction and programming.

- a) **Create a system to track elementary-level arts data.** Currently, CPS elementary schools do not uniformly record and report arts curricula to the District, and there is no District-wide data showing which disciplines are offered in which grades in elementary schools, or the frequency and length of arts programs for each school. CPS high schools report some arts curricula to the District, but data recorded by the high schools does not define which grades offer which arts programs. With support from Ingenuity Incorporated, the District will design a tracking system—with the input and involvement of principals, school leaders, art teachers and arts partners—to help us understand how quality arts programs are built and maintained and to identify the areas of greatest need. It will be essential that principals and teachers advise on the design of this system and provide the data to make the system effective.
- b) **Include the arts on measures of school success (principal evaluations) and in internal tracking mechanisms (staffing, courses, and additional benchmarks).** In order to measure the existence and effectiveness of arts programs within schools and across the District, the arts need to be included on measures of school success. The District will determine the criteria and parameters that define quality arts programs and evaluate which tools can provide the best measure of success. The arts will be added to existing tools, like principal evaluations and the school progress report card, as well as to internal tracking mechanisms, such as human capital systems and course tracking systems. In cases where tools and systems to capture needed arts related data do not exist, they will be developed.
- c) **Measure reach, implementation, and effectiveness outcomes of arts partnerships so that schools can determine “quality” partnerships.** Ingenuity Incorporated

will work with the District to examine how best to measure the quality of arts partnerships by determining the criteria and benchmarks for success. These could include the quality of the planning and communication between arts partners and schools, the quality of the curriculum, and the quality of the student experience and the resulting learning outcomes. This evaluation of arts partners will be part of the new RFP process to make it easier for schools to find the best partnerships to fill their needs.

- d) **Integrate the arts into the school progress report card with multiple indicators, FAQs, an information portal, and a summary of data.** Including the arts in the annual school progress report card will create a more transparent way of evaluating the quality of arts programming, and will educate and inform parents and students about the quality of programming within individual schools. The District will evaluate and determine the parameters related to arts education to include on the progress report card.
- e) **Create an assessment system that qualitatively and quantitatively captures, measures and communicates arts learning outcomes.** In order to clearly communicate the impact of arts education on student achievement, both within the arts and in other content areas, a comprehensive assessment system is needed. With the input and participation of District leaders, principals, teachers, and students, tools will be developed to best assess how well students are learning in each art form, at each grade level, and in each school.



GOAL 6: Funding

Ensure that adequate and sustainable arts education funding is equitably distributed across the District and additional funds are available to support arts innovation and school action plans.

- a) **Require each school to maintain a budget for the arts set at a minimum percent of each school's overall budget or a per pupil/per arts form formula.** There are currently no budget requirements for arts education within each school. District leaders will evaluate various budgeting methods, such as a percentage of the overall school budget or allocating an amount per pupil/per art form given the



disparity in materials, supplies and equipment needed for various art forms. The District must set any new budget requirements.

- b) **Establish a District fund to provide all schools with adequate materials and resources.** CPS will establish a new District fund that can be accessed by all schools to purchase materials and resources. The District fund would assist with consumable resources like papers, paint, and clay and non-consumable resources such as a camera, kiln or keyboard.
- c) **Create an external Arts Expansion and Alignment Fund to support schools directly for external partnerships that are in addition to certified arts staff.** The arts community will be encouraged to create and support an external fund to support arts partnerships and resources separate from the certified arts staff in each school. The goal will be to create an external system of funding to support initial implementation of the Plan's goals and recommendations over the next three years, and to use that time to secure a long-term funding source and structure.
- d) **Develop and maintain external funding streams via previously untapped sources such as corporate giving and public donation.** As the Arts Expansion and Alignment Fund is established and becomes active in supporting schools, the District and the arts community will evaluate potential funding streams and create an advocacy strategy to pursue long-term funding of arts education. An example of this type of public revenue stream is a special tax approved by referendum in Portland, Oregon, that funds additional arts teachers in Portland public schools.

Chapter 7

Timeline for Implementation

The Plan will be implemented over the course of four school years, with the goals for each year outlined below. Implementation will be initiated at the District level—with the assistance of Ingenuity Incorporated—and will be fully realized at the network and school levels as school leaders and teachers build and integrate arts curriculum into each school week. While the support of the arts and funding communities will be essential at

every step, the District will provide overall guidance as well as specific examples and instruction to guide implementation of each recommendation. Because funding is critical to successful implementation of many of the recommendations, the creation of an overall funding strategy will begin immediately and funding will be a focus throughout implementation.

2015-2016

- Media Arts added to curriculum (2c)
- Identify public revenue stream to support arts instruction in schools (6d)

2014-2015

- Create arts curriculum assessment system (5e)
- Establish a CPS Art Materials and Supplies Fund (6b)
- Launch a Professional Development for All initiative (3b)
- Have at least one arts partner in all schools (4b)
- Establish an Arts Partner Program Assessment System (5c)
- Connect the arts to CPS College and Career programs (3d)
- Align the *Chicago Guide for Teaching and Learning in the Arts* to national Core Arts Standards (2b)

2013-2014

- Map arts curriculum to Common Core (2a)
 - Create Professional Development Needs Identifier system (3a)
 - Make the arts a core subject: maintain 120 minutes of arts instruction per week (1a)
 - Adjust school-by-school teacher staffing levels to meet 120 minutes (1d)
 - Establish school level arts budgets (6a)
 - Launch Creative Schools Initiative (3c)
 - Launch a public/private network strategy (4c)
 - Create an Arts Expansion Fund (6c)
 - Create a system to track the quantity of elementary arts instruction (5a)
- Improve arts vendor RFP system (4a)

2012-2013

- Launch Arts Liaisons in schools (1e)
- Expand High School graduation requirements (1c)
- Arts as part of each school CIWP (2d)
- Create a School Leadership Guide (3e)
- Arts on annual principal evaluations (5b)
- Arts on school scorecard (5d)



Leadership Committees

CPS Arts Education Plan Leaders

Mario Rossero - Director, CPS Department of Arts Education

Paul Sznewajs - Executive Director, Ingenuity Incorporated

CPS Arts Education Plan Steering Committee

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Barbara Byrd-Bennett - CEO, Chicago Public Schools

Jean-Claude Brizard - former CEO, Chicago Public Schools

Dr. Jennifer Cheatham - former Chief Instruction Officer, Chicago Public Schools

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CPS Arts Education Plan Advisory Committee by Stakeholder Group

National Cultural Advisors

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Yo-Yo Ma - Judson and Joyce Green Creative Consultant, Chicago Symphony Orchestra

Marinelle Rousmanierre - EdVestors

Damian Woetzel - President's Committee on the Arts and the Humanities, Aspen Institute Arts Program & Harman-Eisner Artist-in-Residence Program

Local Arts Representatives

Charles Grode - Chicago Symphony Orchestra

Amy Rasmussen - Chicago Arts Partnerships in Education (CAPE)

Charter Schools

Andrew Broy - Illinois Network of Charter Schools

Rhonda Hopps - Perspectives Charter School

CPS Chiefs of Schools

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Teachers

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Melissa Hooker - International Baccalaureate Coordinator, Marquette Elementary School (Golden Apple recipient)
Arthur Griffin - Music Instructor, Westinghouse College Prep
Jason Fahrenbach - Music Instructor, Disney Magnet School
LaDonna Myers - Music Instructor, Robeson High School

Parents

Heather Hootman - Raise Your Hand
Charlene Campbell - COFI (Community Organizing and Family Issues)

Advocacy

Ra Joy - Executive Director, Arts Alliance Illinois

Students

Brian Brady - Executive Director, representing students from the Mikva Challenge
Diana Banderas - Taft High School student, entering DePaul University

Higher Education

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Case Study

Professional Development in Arts Education Midway Elementary Network

Challenge:

Many arts teachers throughout the District express a desire for more arts discipline-focused professional development. Arts specialists are often included in professional development courses that do not accurately reflect their instructional environment or content area, and many professional communities for lead teachers are composed of "core content" teachers who focus primarily on benchmark-based learning gains. This can create further isolation of arts teachers in schools. As a result, arts specialists may be on the periphery and not invited to participate in these communities. If they are included, communication of how they and their specialty can be utilized to increase student achievement across content areas is not always clearly addressed.

Solution:

The Midway Chief of Schools, Luis Soria, prioritizes instructional leadership for all content areas in the Midway Elementary Network. In collaboration with CPS' Department of Arts Education, the Midway Elementary Network Team implements a professional development program for arts teachers to directly address their needs and to further align arts instruction to District goals. Additionally, Chief of Schools Soria created a team of lead arts teachers for the Network to deliver support, coaching and professional development to all arts specialists throughout the Network.

Process:

CPS' Department of Arts Education and the Midway Elementary Network developed a needs assessment that eventually helped to articulate and shape the content of how the Department of Arts Education would engage teachers and principals. The method decided upon was discipline-based approaches to literacy—meaning how language arts are engaged in the visual and performing arts, beyond solely reading text about the arts. To ensure principal buy-in, the Network team and the Department of Arts Education led a session for principals in the Network during which participants responded to Edward Hopper's *Nighthawks* (1942), citing evidence that supported the statements that the administrators made. The



same approach was used directly with arts teachers in the Network using dance as text. Teachers were given access to a CPS Google site specifically for Midway Network arts teachers in which they dialogue about arts instruction, gain clarity around REACH assessments and the CPS Framework for Teaching, and gather concrete resources to plan and prepare high-quality instruction for students.

Additionally, Chief of Schools Soria created an opportunity for arts teachers to assume a leadership role for the Network. The Midway Area Network Lead Teachers are a team of certified educators across content areas that provide support, coaching and professional development to their colleagues in the Network. The Lead Teacher initiative includes periods during the school year in which teachers work closely to design support for each other to strengthen teaching and increase student achievement. The Midway Network Lead Teachers in the arts have delivered professional development on lesson planning and assessments.

Outcome:

Professional development offered to arts educators in the Midway Network has elevated teaching by:

- Further clarifying the role of the arts in schools.
- Sharing lesson plans, activities and assessments focused around desired student outcomes.
- Reducing the isolation of arts teachers and increasing job satisfaction.
- Providing peer coaching on those lessons, activities and assessments with principals.

Glossary of Terms

Advanced Placement (AP) ~ a cooperative, educational partnership between Chicago Public Schools and area colleges and universities. Since its inception in 1955, the program has provided motivated high school students the opportunity to take college-level courses in a high school setting. Enrollment in AP courses prepares students to take an optional AP exam in the spring administered by the College Board. Students with high scores on these exams can earn credit at most colleges and universities.

Arts Education ~ a collective term referring to a comprehensive and sequential education in separate and distinct disciplines.

Arts Disciplines ~ branches of knowledge and instruction in the arts; for the purposes of the CPS Arts Education Plan the four disciplines are visual arts, music, dance and theatre/drama.

Arts Integration ~ an approach that incorporates the arts into other core curricula. Students engage in the creative process which connects an art form and another subject area and meets objectives in both. Arts integration is teaching and learning in which arts learning and other academic learning are connected in ways in which both arts and academic learning are deepened.

Arts Partnership ~ educators, artists, and arts and cultural institutions combine talents and resources in a spirit of mutual cooperation and responsibility to create programs for students that are interdisciplinary and/or integrated in the study of non-arts subjects and the arts or environmental sciences.

Assessment ~ the process of using comprehensive evaluation tools to determine the value, significance, and level of skill or achievement reached as a result of an arts education program.

Certified Arts Instructor ~ an educator authorized by the State to teach visual arts and music. Current arts certification in the State of Illinois only includes visual arts and music; theatre and dance teachers require Illinois certification in a subject or grade level AND an endorsement in their respective discipline.

Continuous Improvement Work Plan (CIWP) ~ required by Illinois state law, the CIWP is developed by CPS schools every two years to establish a school's mission, the strategic priorities for the next two years, and the specific actions that the school will take to accomplish its goals. The CIWP replaces the School Improvement Plan



(SIPAAA) with a more streamlined planning process and provides better tools for monitoring the school's implementation of the plan, and for making adjustments.

Core Subject ~ a body of knowledge that all students are expected to learn—not an elective subject.

CPS Fine and Performing Arts Magnet Cluster Program ~ schools that integrate the arts into all subject areas, offering every student training in at least two of the fine arts disciplines of visual arts, music, dance and theatre/drama.

CPS Charter School ~ public schools open to all Chicago children which are approved by the Chicago Board of Education but operate independently from the Board and each other.

CPS Magnet School ~ schools with an emphasis on one particular subject area, such as math/science, world language, or fine and performing arts. Magnet high schools attract students from throughout the city and reflect diverse racial/ethnic and socioeconomic backgrounds.

CPS Selective Enrollment School ~ designed to meet the needs of Chicago's most academically advanced students, selective enrollment schools offer a rigorous curriculum with mainly honors and AP courses.

CPS Neighborhood School ~ each neighborhood school has an attendance boundary and, generally, all students who live within this area may attend the school.

Creative Compass Program ~ provides free professional development, peer partnership, and grant support to principals for the visioning and development of more robust arts programming.

Education Standards ~ official expectations for academic content and student achievement for subjects in kindergarten through 12th grade.

Endorsed Arts Instructor ~ an educator with an endorsement to teach visual arts, music, dance or theatre/drama. An endorsement is a statement appearing on a teaching certificate that identifies the specific subjects or grade level that the certificate holder is authorized to teach. Theatre/drama and dance teachers require Illinois certification in a subject or grade level AND an endorsement in their respective discipline.





Evaluation ~ systematic determination of merit, worth, and significance of something or someone using criteria against a set of standards. Evaluation is often used to characterize and appraise subjects of interest including the arts.

Full School Day Initiative ~ an initiative implemented in the 2012-2013 school year to increase the number of minutes in the school day to 7 hours total for grade school and 7.5 hours total for high school.

FTE ~ full-time-equivalent employee.

Instructional Leadership Team (ILT) ~ ILTs at the school level engage in the process of performance management, creating a culture of continuous learning and action that is focused

on student outcomes by turning data and information into insight and action. This team of school leaders and specialists drives the process of continuous improvement of the academic outcomes of all students at their school. The ILT is ultimately responsible for creating a data-based and results-oriented performance culture in its school.

International Baccalaureate Diploma Programmes

(DP) ~ designed for students in grades 11 and 12 and offering courses for the IB Diploma, a prestigious secondary school credential recognized worldwide by institutions of higher learning.

International Baccalaureate Middle Years Programme (MYP)

~ provides an accelerated curriculum that focuses on a world language, English, mathematics, humanities, sciences, arts, physical education and technology. The program is offered for students in grades 6 to 8 and continues to prepare grades 9 and 10 students in International Baccalaureate MYP partner high schools.

International Baccalaureate Primary Years Programme (PYP)

~ designed for students ages 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six trans-disciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as trans-disciplinary skills, with an emphasis on inquiry.

Learning Outcomes ~ the actual result of an activity designed to achieve a specific intended future result (objective) in a student, teacher, and artist partnership experience.

Local School Council (LSC) ~ the body established to carry out the Illinois legislature's intent to make the individual, local school the essential unit for educational governance and improvement, and to place the primary responsibility for school governance and improvement in the hands of parents, community residents, school staff members and the principal at the school level.

Multi-Disciplinary ~ consisting of many disciplines—when one subject is studied from the viewpoint of more than one discipline.

Professional Development ~ workshops, programs and classes offered to teachers and school leaders designed to enhance an individual's skills, knowledge and professional growth.

REACH (Recognizing Educators Advancing Chicago) Students ~ CPS' comprehensive teacher evaluation system that is focused on feedback, reflection, development and continuous improvement for teachers. REACH is a fair and transparent performance system that provides a clear and comprehensive understanding of effective teaching, provides meaningful and actionable feedback to drive student learning, and ensures regular observation cycles throughout the year that support professional growth and give teachers multiple opportunities to demonstrate growth.

Residency ~ an intensive series of classroom sessions with a qualified teaching artist. Residencies are designed to immerse students in a particular art form, and most are also designed to teach another subject area through that art form.

Teaching Artist ~ professional performing, literary, visual, or multidisciplinary artists whose training and experience includes programming for preschool through 12th grade students and teachers in schools or communities.



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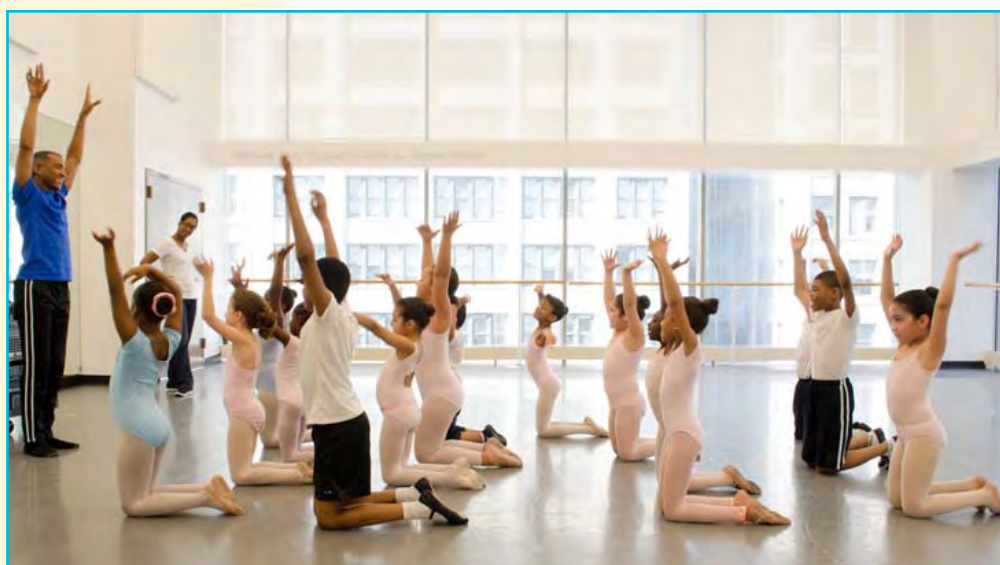
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