
The South Carolina Arts Education Summit 2007



◆ South Carolina Alliance for Arts Education ◆

A member of the Kennedy Center Alliance for Arts Education Network
& 2004 Elizabeth O'Neil Verner Governor's Award for the Arts Recipient
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Preface

In October of 2006, the South Carolina Alliance for Arts Education (SCAAE) received a request from the South Carolina State Department of Education to host a statewide summit on arts education, the goal of which was to provide a collaborative strategic plan for all those involved in arts education programming statewide. Having facilitated a similar event in 2001, which had produced a plan that had proven to be of great value in ensuring the coherent strategic development of statewide programs, the SCAAE possessed the knowledge and foundation from which to begin the process.

The first step was to identify “where we were.” In order to ascertain the programs and initiatives that were in place as well as challenges/issues that had arisen since 2001, a survey was developed and administered to teachers, administrators, and professionals involved in arts education as well as other interested individuals. The results of the survey were collected and distributed prior to the convening of the Summit to those who would be taking part.

In the interim between the beginning of planning and the convening of the Summit, a new State Superintendent of Education was elected. With the release of the *Report of the Transition Leadership Team of Jim Rex, State Superintendent of Education*, a unique opportunity was presented—the ability to examine the issues important to arts education within the context of Dr. Rex’s comprehensive vision for education reform.

On March 22-23, 2007, twenty-six leaders from arts education schools, organizations, and agencies from across the state came together to help ensure the future health and continued growth of quality arts education within the context of Dr. Rex’s goal of creating “the most fairly funded, innovative, choice-driven public school system in the nation.” After work over the past year, the resulting document, presented in the following pages, reflects the path the participants of the 2007 Summit feel can lead to the realization of their vision—*all South Carolinians having access to a comprehensive education which includes the arts in order to prepare them to be innovative and creative contributors to the global society.*

The South Carolina Arts Education Summit 2007 Participants

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Participants

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SC Arts Commission
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Kristy Smith Callaway
2007 Beaufort County School
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2008 International NETWORK of
Schools for the Advancement of
Arts Education

Kathe Stanley
Richmond Drive Elem School
Rock Hill

Susie Surkamer
SC Arts Commission
Columbia

Eve Walling-Wohlford
SC Alliance for Arts Education
Greenwood

Ellen Westkaemper
The Peace Center
Greenville

Accelerating Innovation

From the *Report of the Transition Leadership Team of Jim Rex, State Superintendent of Education*:

Charge: Develop recommendations to increase sustainable innovation leading to improved student achievement in the South Carolina public school system.

The Committee also felt strongly that to be successful, South Carolina must focus on...creating a statewide culture of innovation – a permanent new system that fosters and supports educational innovations proven to work.

Committee on Innovation, SC Arts Education Summit 2007

Ken May, Chair

Recognize and engage Arts Educators as experts in innovation

Strategies:

- A. Involve arts educators in helping to establish the Center for Sustainable Innovation
- B. Arts educators help design training for superintendents and principals in creativity and innovation. Artists, arts teachers, scientists, and business leaders serve as faculty (McColl Center in Charlotte, Penland School of Crafts models)
- C. Change the name of Arts Curricular/DISTINGUISHED ARTS PROGRAM grants to Arts Innovation Grants to strengthen goal of accelerating innovation
- D. Create a focus/strand on the discipline of creativity in South Carolina State Department of Education-sponsored teacher institutes
- E. Promote Arts in Basic Curriculum and Distinguished Arts Program grant sites as proven models of sustainable innovation

Who: SC Arts Commission, SC Department of Education, the Arts in Basic Curriculum Project, SC Alliance for Arts Education, and the Consortium of Gifted Education.

Expand the environment for creative learning and career exploration

Strategies:

- A. Integrate school day and out-of-school learning in and through the arts
 - 1. Create teams of classroom teachers and arts teachers with community artists and other professionals
 - 2. Develop after-school labs/apprenticeships/internships to provide opportunities to apply, explore, practice, and create--reinforcing, but not duplicating, school-day learning
 - 3. Engage parents in active and supporting roles
- B. Convene/support mayors' task forces for out-of-school time (Providence, RI model), and include arts representatives
 - 1. Help secure funding dollars for planning and pilot programs
 - 2. Promote strong bonds between local governments, schools, afterschool programs, and arts providers

Who: the Arts in Basic Curriculum Project, SC Arts Commission, SC Department of Education, SC Afterschool Alliance, Mayors, SC Alliance for Arts Education

Accountability

From the *Report of the Transition Leadership Team of Jim Rex, State Superintendent of Education*:

Charge: Develop recommendations to improve the effectiveness of the state accountability system.

Overall

1. South Carolina should support increased parent and general public awareness about and involvement in public schools. Schools should be inviting and open to all members of the community.

Standards

2. South Carolina should focus and benchmark content areas so that every teacher can identify for student success at each grade level.

Assessment

3. South Carolina should immediately implement the recommendations developed by the Education Oversight Committee's Testing Task Force to reduce the testing burden and give timely, useful data to teachers.

Professional Development

4. South Carolina should develop and ensure statewide implementation of a focused professional development program centered on the critical objectives of the state accountability system.

Rewards and Incentives

5. The STATE DEPARTMENT OF EDUCATION should explore approaches to provide more effective and efficient technical assistance to underperforming schools and districts.

Committee on Accountability, SC Arts Education Summit 2007

Kristy Smith Callaway, Chair

Goal I. Recognition of the efficacy of the arts to effect a powerful and positive influence on the involvement of parents and communities with their public schools.

Strategies:

- A. Provide information and data to principals and superintendents in support of increased support of parents and communities through use of the arts.

Goal II. Improve the effectiveness of the State Arts Education Accountability system.

Strategies:

A. Standards (SC STATE DEPARTMENT OF EDUCATION)

1. 2008 Companion Document – Curriculum Guide & Creativity Document
 - a. Sample assessments by grade for each arts area for each content standard with an emphasis on quality; generate through Arts Assessment Institute (Summer 2008; ongoing);
2. 2008 SC STATE DEPARTMENT OF EDUCATION VISUAL AND PERFORMING ARTS Textbook Adoption
3. 2010 SC STATE DEPARTMENT OF EDUCATION VISUAL AND PERFORMING ARTS Standards Revision
 - a. Develop team list, invite representatives from all areas
 - b. Explicit specificity in academic standards/indicators
 - c. Section for Opportunities to Learn in the Arts Standards

B. Assessment (SC STATE DEPARTMENT OF EDUCATION)

1. Arts Testing (SCAAP)
 - a. Need to disseminate information on how administered, how often, at what grades, what is done with results, etc. (USC Office of Program Evaluation, Fall 2008; annual & ongoing)
 - b. ARTS IN BASIC CURRICULUM Project conducts research with SCAAP data, annual dissemination of results (Arts In Basic Curriculum Project, annual & ongoing)
 - c. Current: 4th Grade Art & Music; Entry Level Theatre & Dance Grades 7 and 11 (USC Office of Program Evaluation; annual & ongoing)
 - d. 2009: Middle Level Pilot Art & Music; 2010 Administer
 - e. 2010: High School Level Pilot Art & Music; 2011 Administer
 - f. Need to examine PE & Foreign Language assessments for performance task improvement

- (timeliness) to Arts or vice versa (USC Office of Program Evaluation)
 - g. Need to disseminate SCAAP results in a timely way to inform instructional decisions (USC Office of Program Evaluation)
 - h. Disseminate 'retired' SCAAP test items (USC Office of Program Evaluation)
 - i. Consider using PALMETTO ACHIEVEMENT CHALLENGE TESTS/*NO CHILD LEFT BEHIND* cut score language: Below Basic, Basic, Proficient and Advanced; (USC Office of Program Evaluation)
 - j. Creation of End of Course Exams for High School Levels; optional use, resource available (Curriculum Guide Development Team 2008)
 - k. SASI Course Codes explicitly created for course titles & codes along with pre-requisites state-wide (Appointed Team Summer-Fall 2008 for February 2009 roll over)
2. Program Self Assessment Tools Available
 - a. Kennedy Center Community Audit for Arts Education; online SC Alliance for Arts Education website
 - b. Opportunity to Learn Standards (conditions for the arts); online ARTS IN BASIC CURRICULUM Project website
 - c. SC STATE DEPARTMENT OF EDUCATION Arts Curricular Grant application tools; online SC STATE DEPARTMENT OF EDUCATION Arts website
 - d. ARTS IN BASIC CURRICULUM Project Arts Infusion Continuum Rubric; online ARTS IN BASIC CURRICULUM Project website
 3. State, District & School Report Card
 - a. Certified Arts Teacher component exists
 - b. Needs to transition from listing only offerings to include quality & rigor (SC STATE DEPARTMENT OF EDUCATION Office of Assessment & infrastructure of leadership advisory group; 2010 target)
 4. Public Perception of Schools (Advocacy)

- a. Communications plan for all schools, districts, state highlighting arts education (SC Arts Alliance 2008 & ongoing activities/programming/partnerships)
- b. Current state of the arts in schools, district, state as compared to nation detailing ‘what is good’ and ‘what is needed’ (Annual & ongoing)
- c. Engage the SC Alliance for Arts Education District Arts Coordinators’ Committee, authored a Defined Minimum Program for the Arts, called *Elements of a Quality District Arts Program*; leads to High School Graduation Requirement for the Arts (2011 college requirement in place)
- d. Annotated bibliography, compile research (extrinsic & intrinsic) and dissemination of School, District, State, and Nation; present at non-arts conferences, meetings, events (infrastructure of leadership advisory group 2008)
- e. How have other states enacted legislation for Arts Ed (FL, MI, CA, NC) and lessons learned (NC) (infrastructure of leadership advisory group 2008)
 - i. Academic Results
 - ii. Graduation Rates
 - iii. Disciplinary
 - iv. Attendance
 - v. Community Engagement
 - vi. Success in College
 - vii. Economic Impalmetto Achievement Challenge Tests

C. Professional development and technical assistance (SC STATE DEPARTMENT OF EDUCATION, ARTS IN BASIC CURRICULUM, SC Alliance for Arts Education, Higher Education Institutions, and all professional Arts Education Organizations)

5. Teacher Preparation within Higher Ed

- a. Summer 2008 Cooperating Teacher Institute
- b. SC STATE DEPARTMENT OF EDUCATION Arts Institutes are offered through Higher Education Institutions (ongoing)

- c. SC STATE DEPARTMENT OF EDUCATION Arts Institutes based on teacher reported needs (ongoing)
 - 6. Teacher recruitment at district level
 - a. SC Alliance for Arts Education, SC Arts Alliance, SC Art Education Association, Arts in Basic Curriculum Project, SC Theatre Association, SC Dance Education Organization, SC Music Education Association, etc. job postings on websites, recruiting at respective conferences; Human Resource Directors & Arts Coordinators in Districts invited by respective organizations (annual & ongoing)
 - 7. Professional development at district level
 - a. SC Alliance for Arts Education, SC Arts Alliance, SC Art Education Association, Arts in Basic Curriculum Project, SC Theatre Association, SC Dance Education Organization, SC Music Education Association, etc. Speakers Bureau; Professional Development Directors & Arts Coordinators in Districts notified by respective organizations (annual & ongoing)
 - b. Regional Outreach Coordinators (Arts in Basic Curriculum Project, ongoing)
 - 8. Professional development programs for principals building management & personnel issues
 - a. Value of quality arts education
 - b. Evaluation of arts teachers & programs
 - c. Budgets
 - d. Scheduling, including recruitment
 - 9. Demonstration sites for effective practice
 - a. SC STATE DEPARTMENT OF EDUCATION Summer Institutes
 - b. SC STATE DEPARTMENT OF EDUCATION DISTINGUISHED ARTS PROGRAM grant
 - c. Conferences and Workshops
 - 10. Regional centers assist with professional development & accountability on local level in arts areas.
- D. Reporting
- E. Rewards and interventions (SC STATE DEPARTMENT OF EDUCATION)

1. Schools/districts that receive rewards/incentives required to have arts education component in monetary rewards or technical assistance (legislation crafted through infrastructure partnership)

Choice

From the *Report of the Transition Leadership Team of Jim Rex, State Superintendent of Education*:

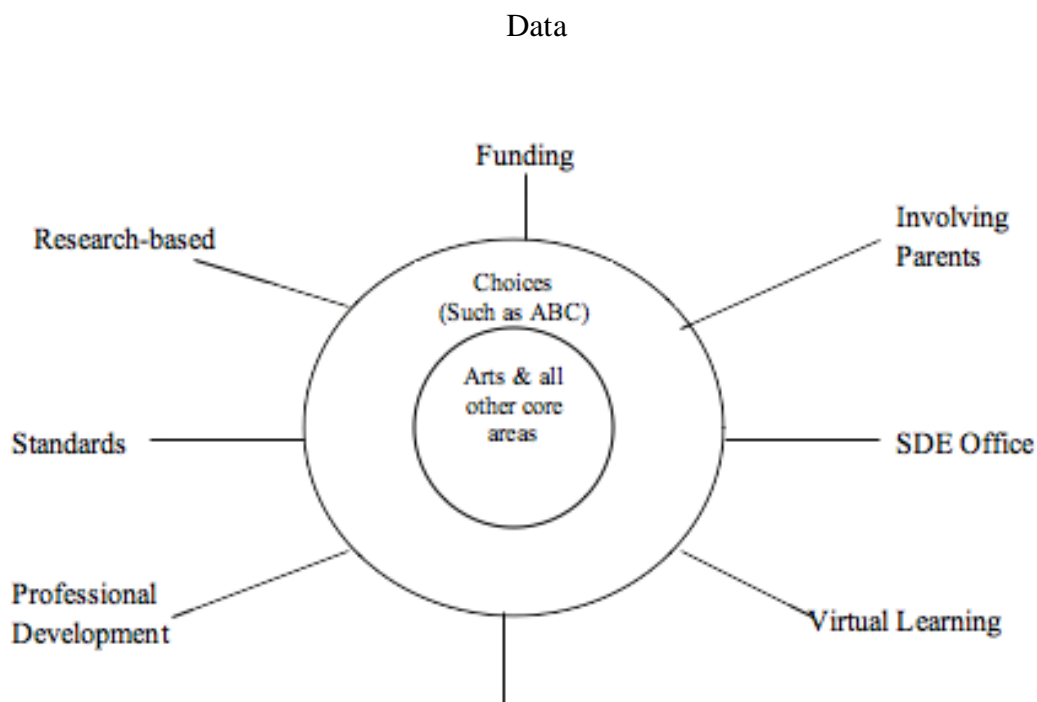
Charge: Develop recommendations to enhance educational options available to South Carolina's students and parents.

Committee on Choice, SC Arts Education Summit 2007

Sharon Kazee, Chair

Goal Statement: Arts at the core, whatever the choice – making school a better place.

Establish a requirement that all schools of choice include the arts along with all other core areas. All schools of choice would include the following elements:



Strategies:

- A. Representation in the Office of School Choice
(STATE DEPARTMENT OF EDUCATION Arts Consultant, ARTS IN BASIC CURRICULUM Director, S. C. Arts Commission)
 - 1. Establish a Task Force (to advise a statewide effort toward school choice that includes the arts)
 - 2. Provide a list of resources/contacts for the task force: ARTS IN BASIC CURRICULUM, Governor's School, Arts Coordinators, CAEP
- B. Involve Parents
(This committee is willing to serve on the task force)
 - 1. Make available/provide the office of school choice with data demonstrating the efficacy of arts education involving parents in their children's education
 - 2. Tailor to various offices/groups/ audiences
- C. Choice options beginning 07/08
(Task Force)
 - 1. Build awareness of existing statewide schools of choice (i.e. Governor's schools)
- D. Ensure the inclusion of the arts in all choice options
(STATE DEPARTMENT OF EDUCATION Arts Consultant with assistance)
 - 1. Inform the state office of existing research and documents from business/ chambers and how these relate to the new creativity document and arts research
- E. Articulate choice options
(Continued work of SC Alliance for Arts Education to develop list)
 - 1. Task Force at the table to articulate existing schools
- F. Proactive in developing courses for virtual learning
(SC Governor's School for the Arts and Humanities)
 - 1. Identify current/existing courses
 - 2. Evaluate appropriateness
 - 3. Identify Partners (such as SCETV)
- G. Partnerships (Public/Private) ensuring state curriculum & state assessment
 - 1. Building awareness of state visual & performing arts curriculum standards *(Task Force)*

2. Continue to work on arts assessment (*STATE DEPARTMENT OF EDUCATION, OPE, University of South Carolina*)

H. Funding

(SC Arts Alliance)

- A. BE VIGILANT!!

The Teaching Profession

From the Report of the Transition Leadership Team of Jim Rex, State Superintendent of Education:

Charge: Identify recommendations to elevate and reinvigorate the teaching profession in South Carolina.

Committee on the Teaching Profession, SC Arts Education Summit 2007

Christine Fisher, Chair

Our Overall Goal:

To develop the professional of teaching in the arts through

- Mentoring
- Recruitment and retention
- Reviewing certification policy and implementation
- Providing a continuum of professional development

Goal I. Recognition of the shortage of qualified arts teachers

Strategies:

- A. Having arts education representative involved in any and all strategies undertaken to address the shortage of qualified teachers.

Goal II. Ensuring entering teachers are well prepared

Strategies

- A. Establishment of a statewide Teacher Preparation Committee
 1. Representatives of the arts education summit request that leaders of arts education professional associations, arts educator pre-service programs (undergraduate and Masters in the Art of Teaching), and the SC Arts Leadership for Success Academy serve on this committee. The arts education community has been very successful in increasing teacher retention through effective preparation, and believes the strategies employed could be replicated to assist retention in other curricular areas.

Goal III. Recruitment and Retention

Strategies

- A. Creation of an overarching marketing strategy by the STATE DEPARTMENT OF EDUCATION to attract high school students, undergraduates, career-changers, and out-of-state educators to South Carolina schools.
 - 1. The arts education community believes that its websites could be effective conduits for information concerning careers in arts education, and is interested in pursuing this project in cooperation with the STATE DEPARTMENT OF EDUCATION.
 - 2. Additionally, the arts education summit attendees agree that it is critical for compensatory consideration to be given teachers who are not eligible for national board certification due to their curricular area. The STATE DEPARTMENT OF EDUCATION should encourage the National Board to implement certification for arts areas such as theatre and dance.

- B. South Carolina should fund comprehensive induction programs for new teachers, providing for networking, release time, and full-time mentor coaching.
 - 1. The arts education summit recommends that teacher pre-service programs partner with teacher professional organizations, inviting them to make suggestions concerning mentor teachers. Many arts education professional organizations operate regional “help lines” for new teachers; such programs have been very successful. The ARTS IN BASIC CURRICULUM project is considering launching a summer professional development institute for mentor teachers.

Goal IV. Professional Development

Strategies

- A. Creation of regional to foster collaboration between K–12 and postsecondary institutions, provide professional development opportunities, and assist local districts in developing their own high-quality professional development infrastructure.
 - 1. The arts education community wishes to be at the table for these discussions, as we currently have a number of such collaborations (including Curriculum Leadership in the Arts, the Center for Dance Education, and Arts in Basic Curriculum). We also

have undertaken efforts to support local professional development efforts, including state-wide, replicable professional development for district arts coordinators and ARTS IN BASIC CURRICULUM regional outreach coordinators. We would happily assist other curricular areas in establishing such partnerships.

- B. Provision of hands-on technical assistance to help schools develop creative ways of providing effective professional development within the school day.
 - 1. The ARTS IN BASIC CURRICULUM Project subsidizes substitute teachers in order for arts teachers to attend professional development during the day. This approach has proved very effective.

- C. Provision of recommendations of tested and proven professional development approaches and creation a model for evaluating professional development opportunities
 - 1. The STATE DEPARTMENT OF EDUCATION summer arts institutes are backed by research. We are happy to be the example for other curricular areas.

- D. Additional funding for the Teacher Advancement Program.
 - 1. We have many excellent retired arts teachers who could be helpful not only to arts teachers, but to classroom teachers as well. We have proven that arts improve school ecology, especially at rural and high-poverty areas. (Predicated on a clear definition of the TAP program and its purpose.)

- E. Creation an annual Superintendent's Award for effective professional development.
 - 1. When this award is established, please consider the summer institutes created and managed by the ARTS IN BASIC CURRICULUM Project!

- F. Establishment of a standing committee of educators, researchers, and community members to assess and recommend improvements in professional development.
 - 1. The arts community believes we have a place in this discussion, as we have current research on our professional development outcomes.

- G. Development of a process through which teachers can earn credit toward recertification by demonstrating an imPalmetto Achievement Challenge Tests of their professional growth on student achievement.
 - 1. The arts have an effective not only on the achievement of students in their arts classrooms, but in other subjects as well. We believe the associate for visual and performing arts should be part of this committee.
 - 2. Investigate and take appropriate action to ensure arts teachers are able to use to school and district funds to attend arts-based professional development opportunities.
 - 3. Expand the opportunities for those in PACE to attend a wider variety of arts summer institutes than is currently allowed.

Goal V. Leadership

Strategies

- A. Creation of a system that rewards effective teacher performance and establishes a teacher career progression system that includes leadership positions.
 - 1. Again, we believe that all instructors play a part in school ecology and success. For supporting research, we encourage you to review the ARTS IN BASIC CURRICULUM 10-year evaluation and 5-year longitudinal study.
- B. Establishment and piloting of a statewide teacher exchange program.
 - 1. We urge you to make sure all teachers are eligible for this program, and that the plan is created to reflect the needs of teachers in all curricular and geographic areas.
- C. Creation of an enduring leadership development and growth continuum that delivers practical, rigorous, and relevant training to all school and district leaders.
 - 1. It is imperative that arts education training be included in this course of study. Many school administrators were not privy to a full arts education, and, as such, may not fully understand its far-reaching

benefits to the individual learner and school community.

D. Greater participation by teachers in a range of leadership activities, including school reform, professional development, research, and state and local governance.

1. The arts community (through ARTS IN BASIC CURRICULUM and the SC Alliance for Arts Education) offers training in research, advocacy, planning, curriculum development, etc. We are interested in professional development offerings that would work for both arts and non-arts teachers, such as action research. We invite Jim Rex to visit our summer institutes and read SC arts education research.

Fair Funding

From the Report of the Transition Leadership Team of Jim Rex, State Superintendent of Education:

Charge: Identify recommendations to increase adequacy and equity in education funding.

Committee on Fair Funding, SC Arts Education Summit 2007

Mac Arthur Goodwin, Chair

Goal I: Ensure fair and equitable funding to provide the resources for arts education as an essential part of education reform in South Carolina.

Strategies:

- A. Form a task force (committee on fair funding) – and one to examine legislation
 1. Action: to examine legislation that might impact Palmetto Achievement Challenge Tests the arts
 - a. Teacher salary
 - b. Class size
 - c. Weighting
 - d. Programs
 - e. Infrastructure,
 - f. Facilities
 - g. Tax reform
 - h. Formula
 2. Develop relationships
 - South Carolina Department of Education
 - Joint Senate Funding Study Committee
 - House/Senate Education Committees & Staff
 - Other Appropriate Stakeholders
- B. Research
 3. Action: To provide research to make the case for adequate funding or arts education in the curriculum
 - a. Arts in Basic Curriculum Project and South Carolina Department of Education

b. State based & National

Timeline:

Advocacy: begin at the conclusion of the 07 legislative session for Task Force to meet

Research: ongoing, with a focus on being able to extract appropriate issue related research

*Who: South Carolina Arts Commission,
South Carolina Department of Education,
South Carolina Arts in Basic Curriculum,
South Carolina Center for Dance Education,
South Carolina Arts Alliance, South Alliance for Arts Education,
South Carolina School Board Association,
South Carolina Association of School Administrators,
South Carolina Education
Palmetto State Teachers,
South Carolina Art Education Association,
South Carolina Music Educators Association,
South Carolina Theatre Association,
South Carolina Dance Education Association,*

Higher Education, Parents, and other appropriate stakeholders