

ARTS EDUCATION

FOR LOUISIANA



S U M M A R Y

STATE PLAN FOR ARTS EDUCATION 2000 - 2001

SUPERINTENDENT'S TASK FORCE
FOR ARTS EDUCATION



INTRODUCTION

"Over the last decade, the State Department of Education has taken positive steps to strengthen arts education which includes, among others, developing and adopting state curriculum and content standards in the arts. Further steps remain, though, in areas such as better preparing and in-servicing teachers in the arts, improving the arts curriculum and its relationship to the curriculum overall, and assessing students' progress in the arts. It is my hope that through a State Plan for Arts Education, we will systematically develop ways that fully address those areas."

Cecil Picard, State Superintendent

The Superintendent's Task Force for Arts Education

The Superintendent's Task Force for Arts Education, formed in 1999, is a joint venture of the Louisiana Department of Education, Louisiana Division of the Arts (LDOA), the Louisiana Board of Elementary and Secondary Education, the Governor's Office, and the Louisiana Alliance for Arts Education (Alliance). The Alliance serves as the lead coordinating and administrative agency for the Task Force

The Mission of the Task Force is to provide visionary leadership to develop a multi-year state plan for making the arts - music, dance, theatre, and visual arts - an integral part of the Louisiana curriculum. The highly focused efforts of the Task Force have resulted in a long range plan to comprehensively and systematically address the education of Louisiana's youth in and through the arts.

The State Plan

The Superintendent's Task Force for Arts Education is comprised of fifty members representing arts, education, and business from across the state. In November 1999, the Task Force began the planning process. During the first six months, the Task Force has held two Strategic Planning events; developed five working teams; conducted regional forums in Alexandria, Lake Charles, Monroe, Natchitouches, and Thibodaux; distributed 1,000 written surveys; and communicated on a regular basis.

The outreach in developing the State Plan was extensive, involving 295 individuals state-wide. Participants of the Arts Education Summit in May 2000 built upon the work of the Task Force recommending further actions. The consensus of the planning events, summit, forums, and surveys have been documented in a concise manner. The State Plan was approved by the BESE Board in the fall of 2000.

The Planning Process

Carol J. Fleischman of Fleischman Associates, New Orleans has served as the Facilitator since the Task Force was formed. The dynamic process she uses is inclusive, highly participatory, and designed to honor the individual input of each person.

Before projecting the future, a Historical Perspective workshop was facilitated to acknowledge the accomplishments and people committed to arts education in the past. They shaped a Shared Vision of the future and outlined the Challenges and Opportunities that existed at the present time. They delineated Strategic Directions to move forward and developed Action Plans with long and short term victories in five arenas: Advocacy, Assessment, Community Resources, Fiscal Resources, and Professional Development

ArtsBridge

It became apparent at the Superintendent's Task Force meeting in November 2001 that it was crucial for implementation of the State Plan to occur at the regional level. It was decided that ArtsBridge, a project of the Louisiana Institute for Education in the Arts (LAI EA), the professional training and curriculum development program of the Alliance, would be the structure to move forward.

The ArtsBridge program was conceived in 1999 as a collaborative endeavor between the Louisiana Division of the Arts and LAIEA to assist the creation, facilitation, and technical assistance of local level arts, education, and business partnerships. The primary objective of ArtsBridge is to "substantially build bridges between and among members of a community (education - culture - business) and provide guidance for the authentic implementation of the arts within schools and community-based agencies/organizations."

Shared Vision

ARTS AS AN INTEGRAL PART OF LOUISIANA CURRICULUM

Arts Education As A Consistent Funding Priority

Systematic Processes To Guarantee Education In The Arts

Quality Instruction In Arts Education

The Arts Have A Prominent Place In The Curriculum

All The Arts For All Louisiana Students

AMPLE RESOURCES/ WELL-FUNDED FACILITIES	ASSESSMENT & ACCOUNTABILITY IN THE ARTS	HIGHLY PROFESSIONAL ARTS TEACHERS	CROSS CURRICULAR INTEGRATION OF THE ARTS	COMPREHENSIVE DELIVERY OR SERVICES	A BROAD SPECTRUM OF EXPERIENCES	ARTS RECOGNIZED AS TOOL FOR ACHIEVEMENT	EXTENDED STAFF OF ARTS PROFESSIONALS	SOPHISTICATED COMMUNICATIONS, ADVOCACY & OUTREACH	FINANCIALLY SUPPORTED ARTS EDUCATION SERVICES
Computer Graphic Lab/ Internet Access	Participation Process	Certified Arts Instructors In All Classes	Arts As Equal In Curriculum	All Arts In All Public & Parochial Schools	Exploratory Discovery Improvisation	Successful Dynamic Centers Of Learning	State-Wide Parent/Teacher/Artist Training Centers	Recognition Of Model Arts Programs	Classroom Sets Of Arts Resources & Curriculum
Art Resources & Complete Clay Labs	Top Level Coordination Academic & Arts	On-Going Professional Development	Arts Integrated Throughout Curriculum	K-12 & Community Arts Curriculum	Instrumental & Vocal Ensembles	Good Thinking Skills, Discipline Responsibility	Museums Used To Develop Curriculum	Informed & Supportive Politicians	Local Arts Institute
Exhibit Fixals, Furniture, Kilns, Potter's Wheel	Performance Based Assessment	Weekly Seminars For Classroom Instruction	All Subject Matter Taught Through Arts	Music, Dance, Theatre, Visual Arts	Exploratory Discovery-Improvisation	Viable Course To Develop Higher Order Thinking	Renown Artists Presenting To Schools	Principals Educated In Arts	Teachers Paid For Arts Advancement
Sinks, Storage, Drying Rack, Materials	Functional Accountability Process	Comprehensive Certification Requirements	Collaborative, Creative Classrooms	Deliberate Music Instruction For Young Students	Touring Honor Band/Choir	Students Proficient In Arts Skills/Concepts	Artists Teaching All Disciplines In Schools	Family, Student, & Community Involvement	State Mandated Funding For All Levels
Well Equipped Music Classrooms - Instruments, etc.	Assessment For Creative Expression	Quality Professional Preparation	Comprehensive, Sequential Integration	Rotation Of Electives For Young Students	Children's Art Gallery In Each District	Documented Results Of Student Success	Teachers/Artists Continuously Retrained	Community/ Business Mentoring	Informed & Supportive Administrators
Furnished Auditoriums / Rehearsals Performances	State Arts Supervisor	Value-Based Passionate Recruitment	Theatre Tied Closely To Reading	Flexible Elective Opportunities	A Specialized Arts School For Each District	Principals Recognized For Arts Programs	Artists In Residence In Classrooms	State-Wide Arts Advocacy Network	Consistent Funding For Arts Specialists
Display Cases In Hallways / Art On Walls, Sculptures	Arts Required For High School Graduation	Quality Development & Retention	Arts Instructors Training With Academic	Classrooms Alive With Arts	All Know How To Read Music By Graduation	Valid Discipline For Achievement	On-Going Professional Development Of All Artists	Regular Systematic Communication	A State School For Performing Arts
Integrated Display Cases In Hallways / Art On Walls, Sculptures	Placed Assessment of Performance In Content Standards	Basic Training For Service & Instruction	Correlation: History, Criticism, Production, Aesthetics	Arts Integrated For Students With Disabilities	Students Learn To Be Audience/Viewers	An Outlet To Release Student Pressure	Monthly Community Arts Programs	Field Trips To Museums, Studios, Theatres	Transportation Paid To Cultural Events

ARTS EDUCATION: SUCCESS FOR LOUISIANA

STATE PLAN FOR ARTS EDUCATION 2000 - 2001

SUPERINTENDENT'S TASK FORCE FOR ARTS EDUCATION

The Superintendent's Task Force for Arts Education is a joint venture of the Louisiana Alliance for Arts Education, State Department of Education, the Louisiana Division of the Arts, and the Governor's Office. The Alliance serves as its lead coordinating and administrative agency.

The State Plan for Arts Education 2000 - 2001 was made possible by support from the John F. Kennedy Center for the Performing Arts, the Louisiana State Arts Council through the Louisiana Division of the Arts and the National Endowment of the Arts, the State Department of Education, and the State Board of Elementary and Secondary Education from the Louisiana Quality Support Fund 8(g).

For more information,
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or visit their website at www.laae.org.

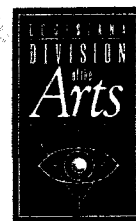
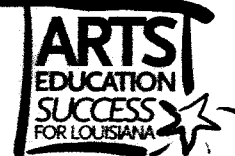


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Throughout civilization man's prosperity in society has been reflected through the arts. In the earliest of mankind, there was no artist on the beach painting, no dancer on the mountaintop dancing, no musician in the forest playing instruments, or no actor in the desert performing. The necessities for life and survival consumed all of man's time.

Louisiana has natural talent that is like a sleeping giant waiting to be tapped and discovered. The arts bring creativity to life. Any society that rests on known knowledge ceases to grow. The arts provide higher order thinking and "what if situations".

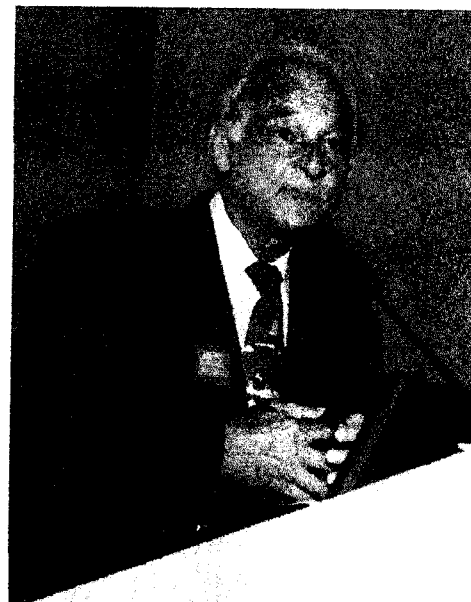
Creativity keeps knowledge alive!

The arts are mental and emotional expressions. They balance the pressures of our society and open the doors. They should be a part of every child's education.

Dr. Richard A. Musemeche

Co-Chair

Superintendent's Task Force for Arts Education



Louisiana has a tremendous opportunity to make up for lost time in introducing arts education in the classroom. With the creative contributions this state and our people have made to the cultural advancement of America, we in Louisiana should be at the vanguard of arts education. It should come very naturally for us to lead in this area.

That is the challenge facing advocates and educators who are trying to make certain that Louisiana progresses, as it should, educationally. Advancements in arts education will strike a resounding chord for educational progress.

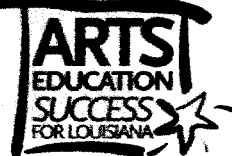
State Senator Jay Dardenne

Co-Chair

Superintendent's Task Force for Arts Education



INTRODUCTION



"Over the last decade the State Department of Education has taken positive steps to strengthen arts education, which include, among others, developing and adopting state curriculum guides and content standards in the arts. Further steps remain, though, in areas such as better preparing and in-servicing teachers in the arts, improving the arts curriculum and its relationship to the curriculum overall, and assessing students' progress in the arts. It is my hope that through a State Plan for Arts Education, we will systematically develop ways that fully address those areas."

Cecil Picard, State Superintendent

ENVIRONMENT OF ARTS EDUCATION IN LOUISIANA

Congress, in the 1994 Goals 2000: Educate America Act determined that arts literacy is comparable in the importance of literacy in language arts, math, and science. The knowledge and skills students develop in learning to respond to, perform and create works of art constitute a basic form of literacy required to communicate successfully and function in today's global, multimedia, information age. But are our Louisiana children provided a viable, rounded education that includes the arts?

The answer to that question is complex, and is dependent upon many factors. On the positive side, the State Department of Education has developed and the State Board of Elementary and Secondary Education has adopted in 1997 state arts content standards. State Department of Education Bulletin 741 requires teachers to teach a minimum of 150 minutes a week in music, arts, and crafts to students in grades 1-6 functioning at grade level or above. Eligibility to the popular Tuition Opportunity Program for Students, known as the TOPS program (state paid tuition for higher education), requires students to have completed one unit Fine Arts Survey or substitution of two units in music, dance, theatre or studio as part of their high school core curriculum.

Although recognized as an essential part of the curriculum, the gap between this recognition and actual practice of arts education in the Louisiana K-12 classroom is wide. Most school systems do not employ enough specialists to teach the arts and/or assign the specialists astronomical student loads and unmanageable class sizes. Students in grades 1-6 functioning below grade level are an exception to the minimum time requirements in the arts. High school students are allowed to substitute the Fine Arts Survey course with one unit from among the other subjects listed in the core curriculum for the TOPS program. There are no middle school requirements or high school graduation requirements in the arts. Even more disturbing, the arts are not included in the student assessment and school and district accountability programs of Louisiana's education reform plan "Reaching for Results" released in 1998.

INTRODUCTION (cont.)



NEXT STEPS

In fall 2000, the state plan will be presented to the State Board of Elementary and Secondary Education and other public boards and committees for endorsement and approval. The task force will continue to oversee and guide implementation of the plan and establish ongoing planning efforts. The Louisiana Alliance for Arts Education will continue to serve as lead coordinating and administrative agency for the task force and plan implementation.

What follows is the real test, as the most difficult tasks are yet to be tackled. Planning efforts are not the panacea. Implementation, follow-through, and a resolve to systematically identify and solve the problems in an organized fashion are! Our children, our state, and our future will be the beneficiaries.

IN APPRECIATION

This introduction would not be complete without special words of appreciation and recognition to the many individuals—administrators, teachers, artists, students, and parents—who participated in the planning process. Superintendent Cecil Picard, Dr. Musemeche and Senator Dardenne are especially to be commended for their leadership and support to arts education. Much appreciation is also due to

Dr. Bill Miller of the Superintendent's Office; Jennifer Grand of the Governor's Office; Dr. Scott Norton and members of his staff in the Student Standards and Assessment Division of the State Department of Education; James Borders and members of his staff at the Louisiana Division of the Arts; members of the State Board of Elementary & Secondary Education and our State Legislature; and, the board of directors of the Louisiana Alliance for Arts Education.

In addition, the visioning, sense of cooperation, and commitment by members of the task force were indispensable. Their personal and collective devotion to providing students with an education that includes quality instruction in the arts is praiseworthy.

In closing, I will quote one of my favorite authors and arts education advocates, Charles Fowler. "The arts are the minority subjects in American education, and they suffer all the indignities of the downtrodden—low status, neglect, poverty, and powerlessness. They deserve better." And our Louisiana children deserve better!

JoAnn Eiswirth
Executive Director
Louisiana Alliance for Arts
Education



The task force believes that....

- ✦ A comprehensive education in the arts should have equal representation within the core curriculum for all Louisiana students.
- ✦ The achievement of arts literacy is complex. It requires a developmental approach and must be taught comprehensively from pre-school through higher education by qualified well-trained educators.
- ✦ Sustained involvement in the arts correlates with success in other subjects.
- ✦ Standards-based assessment is essential to improve teaching and learning.

SHARED VISION

The task force envisions the arts—music, dance, theatre, and visual arts—as an integral part of the Louisiana curriculum by:

- 1) ensuring all arts for all students;
- 2) including the arts in a prominent place in the curriculum;
- 3) providing quality instruction in the arts for all students;
- 4) putting into place systemic processes to guarantee quality education in the arts; and,
- 5) consistently giving priority to funding and resources for arts education.

STRATEGIC DIRECTIONS

Five strategic directions are identified as immediate priorities in which to focus activities during the first phase of the plan. They are the following:

- ✦ Educating Multiple Audiences Through Advocacy
- ✦ Identifying And Securing Fiscal Resources
- ✦ Identifying And Assembling Supportive Resources
- ✦ Creating Model Training Programs
- ✦ Designing An Assessment Framework

MISSION

The mission of the Superintendent's Task Force for Arts Education is to provide visionary leadership to develop a multi-year state plan for making the arts an integral part of the Louisiana curriculum and to contribute to the overall success of the plan.

PHILOSOPHY/BELIEFS

The task force believes that an on-going quality education in the arts—**music, dance, theatre, and visual art**—is essential to the complete education for all Louisiana students.



*The task force envisions the arts—
music, dance, theatre, and visual arts—
as an integral part of the Louisiana curriculum*

We are CHALLENGED by:

RESOURCES

- ✦ Unequal distribution of resources for arts education
- ✦ Inadequate arts materials and space for arts classes
- ✦ High percentage of resources allocated to raising test scores- arts first to suffer
- ✦ Limited support from state, politicians, and businesses for arts education
- ✦ No money for at risk students to take music or art in schools
- ✦ Low number of district arts supervisors

POLICIES

- ✦ No meaningful accountability in place for elementary arts requirements
- ✦ No state level requirements for elementary students functioning below grade level to have minimum time requirements in the arts
- ✦ No state level requirements for middle school arts classes
- ✦ No high school graduation requirements in the arts
- ✦ Policy for the TOPS program that allows substitution of non-arts courses for arts courses
- ✦ Emphasis on accountability policies and assessment programs that do not include the arts in meaningful ways

PROFESSIONAL DEVELOPMENT

- ✦ Overextended teachers all under test score pressures
- ✦ Limited number qualified arts instructors and high number of non-certified teachers
- ✦ Limited teacher and administrator knowledge, ability or interest in the arts
- ✦ Arts curriculum in which the arts are underutilized as an integration and learning tool
- ✦ Limited number pre-service and in-service programs that teach incorporation of the arts

COLLABORATION

- ✦ Inadequate time for teacher planning, implementation and evaluation of arts curriculum
- ✦ Poor communication and support from school administrators and local education boards
- ✦ Little support from local arts councils
- ✦ Limited opportunities for collaboration among cultural organizations and schools

VALIDATION

- ✦ Incorrect perception that arts have little connection to the intelligences
- ✦ No widespread recognition of arts as important
- ✦ High number of adults not educated in arts- sees little need for students
- ✦ Unreceptive principals who will only support arts if mandated
- ✦ No recognition by many decision-makers of arts as a core curriculum
- ✦ Little knowledge of high number and value of professional careers in the arts

ASSESSMENT

- ✦ Limited resources and commitment to assess the arts
- ✦ General resistance toward another assessment
- ✦ Low number of individuals with ability and expertise to quantitatively assess a qualitative subject
- ✦ Inappropriate organization of the current Louisiana Arts Contents Standards and benchmarks



We have the OPPORTUNITY to:

RESOURCES

- ✦ Articulate and make our case of what we want and need
- ✦ Optimize existing resources at the state and local levels
- ✦ Increase funding statewide for arts education
- ✦ Secure and distribute equitably financial resources
- ✦ Focus on funding sources committed to integration of arts
- ✦ Utilize the Internet to provide greater access to resources

POLICIES

- ✦ Lead state and local efforts to set priorities and establish policies that address the arts
- ✦ Capitalize on number of universities that have arts entrance requirements
- ✦ Review and renew certification requirements for arts teachers

PROFESSIONAL DEVELOPMENT

- ✦ Use immense number of arts professionals as resources for professional development in the arts
- ✦ Utilize available higher education resources in development and delivery of professional development programs in the arts
- ✦ Capitalize flexibility of arts specialists and consultants who are able to travel
- ✦ Use time allotted for staff development in better ways that include the arts
- ✦ Promote and deliver quality professional development programs



COLLABORATION

- ✦ Break the competition (turf protection) among various arts entities
- ✦ Open lines of communication via dialogue, e-mail, and task forces
- ✦ Facilitate joint collaboration among arts organizations, artists, teachers, and administrators
- ✦ Expand external communication to gain public support
- ✦ Invite and involve corporate community in collaborative efforts

VALIDATION

- ✦ Increase public awareness by showcasing model arts programs
- ✦ Emphasize quality of life issues through the arts
- ✦ Build on renewed community interest for success of education
- ✦ Work with receptive elected officials, teachers, and students
- ✦ Document research of critical role of arts in education of whole child
- ✦ Utilize research that shows the arts raises test scores, impacts academics

ASSESSMENT

- ✦ Research alternative assessments that are being developed or are in place
- ✦ Develop arts assessment format and instruments
- ✦ Align arts instruction with assessment of the arts
- ✦ Develop and expand participation, process and performance based assessments to improve teaching and learning
- ✦ Document progress levels of students through an arts assessment

EDUCATING MULTIPLE AUDIENCES THROUGH ADVOCACY

ACCOMPLISHMENTS BY JUNE 2000

- ★ Students showcased at state events to highlight arts education - Arts Education Day 2000 at the State Capitol, Arts Education Summit 2000, LAEA Youth Art Month exhibits and receptions, BESE meetings, Women's Caucus exhibition and reception, 2000 YACA Convention, 1999 LMEA Conference
- ★ Students showcased at district events to highlight arts education- ArtBreak in Shreveport, Downtown Celebration of the Arts in Public Schools in East Baton Rouge Parish, Celebration of Arts in St. Tammany Parish, LSMSA Impulse Dance Theatre and Arts Experience
- ★ State Legislature passed legislation making NOCCA/Riverfront a state agency
- ★ The 11th Reason for Arts Education flyer sent to Legislators

RECOMMENDATIONS

- ★ Continue and expand state and district advocacy events year round
- ★ Encourage and support local arts education advocacy efforts, in particular to local school boards and school administrators
- ★ Target legislative contacts within the districts with invitations to arts programs
- ★ Develop an advocacy brochure to publicize research findings in arts education
- ★ Seek additional funding for advocacy efforts in arts education

PROJECTED VICTORIES BY JUNE 2001

- ★ State Arts Education Day expanded to include greater number of participants and increased media coverage
- ★ Year-round student art exhibitions and performances held at state and local events and meetings
- ★ Media events held to highlight research in arts education

ADVOCACY TEAM

TEAM LEADERS

Cyndy O'Donnell
President
Louisiana Art Education Association

Dr. Elizabeth Hall
Arts Department Head
Louisiana School for Math,
Science & Arts

TEAM MEMBERS

Sally Babin
Donna Britt
Sally Perry
Henry Price
Denise Tullier-Holly

EXTENDED TEAM MEMBERS

Annette Beaudry
Naomi Cordill
Carole Hardy
Gloria Hearn
Florine Herron
Kimberly Johnson
Melissa McDowell
Susan Morrogh
Dr. Joyce O'Rourke
Gwen Wade
Florida Woods



IDENTIFYING & SECURING FISCAL RESOURCES

ACCOMPLISHMENTS BY JUNE 2000

- ★ Completed draft of State Plan Budget for FY2001
- ★ Secured \$450,000 for FY2001 from BESE 8(g) funds for arts education of which \$150,000 dedicated for plan implementation
- ★ Secured \$147,047 for FY2001 from LDOA grant funds for plan implementation

RECOMMENDATIONS

- ★ Refine budget for FY2001 and complete projected budget for FY2002 & FY2003
- ★ Lobby and secure funding support from the State Legislature
- ★ Secure funds from the State Department of Education
- ★ Identify and explore other funding sources—Title II & IV, NEA, foundations, etc.
- ★ Establish clearinghouse on a host website of all available funding sources
- ★ Establish regular communication on funding sources to field and team members
- ★ Identify and recruit expert grant editors to preview grant proposals for field before submission

PROJECTED VICTORIES BY JUNE 2001

- ★ FY2002 & FY2003 State Plan Budget drafts completed and funding sought
- ★ Clearinghouse of available funding sources placed on host website, utilized by field
- ★ Quantity and quality of grant proposals by field increased

FINANCES TEAM

TEAM LEADERS

JoAnn Eiswirth
Executive Director
 LA Alliance for Arts Education

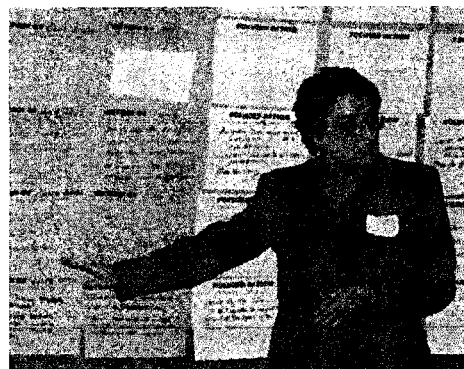
Dr. Bill Miller
Confidential Assistant
to the Superintendent
 State Department of Education

TEAM MEMBERS

Jay Dardenne
 Jennifer Grand
 Edith Kirkpatrick
 Mazie Malveaux
 Dr. Neil Mathews
 Dr. Richard Musemeche
 Dr. Mickie Willis
 Fred Zeagler

EXTENDED TEAM MEMBERS

Randy Bernhard
 Cathy Berry
 Sue Deasy
 Neil Early
 Dorothy Smith



IDENTIFYING & ASSEMBLING SUPPORTIVE RESOURCES

ACCOMPLISHMENTS BY JUNE 2000

- ✦ Established 2nd draft framework of Arts Education Resource Directory
- ✦ Identified areas for expansion of directory
- ✦ Created portfolio for updates and informational data for directory
- ✦ Acquired sample videos for review

RECOMMENDATIONS

- ✦ Expand and refine 2nd draft Arts Education Resource Directory
- ✦ Edit and prepare directory for printing/binding and statewide distribution
- ✦ Explore establishing a host web site for the directory
- ✦ Seek funding for a Louisiana Arts Education video
- ✦ Conduct an Arts Expo for educators
- ✦ Collaborate with local arts councils to increase Artist-in-Residence Programs

PROJECTED VICTORIES BY JUNE 2001

- ✦ Arts Education Resource Directory ready for print and publication
- ✦ Directory placed on host website, utilized by field
- ✦ Louisiana Arts Education Video completed



RESOURCES

TEAM LEADERS

Amy Baskin
Executive Director
New Orleans Video Access

Valerie Haaga
Principal
St. Martinville High School

Dr. Daniel Vidrine
Arts Supervisor
Calcasieu Parish School System

TEAM MEMBERS

Naomi Cordill
Martin Sotile

EXTENDED TEAM MEMBERS

Sally Babin
Randy Bernhard
Pam Breau
Charlene Chiasson
Pam Guidry
Roxanne Lawrence
Gail Nettles
Cora Scott
Tom Usrey
Bobbi Yancey

ACTION PLANS



CREATING MODEL TRAINING PROGRAMS

ACCOMPLISHMENTS BY JUNE 2000

- ✦ Contacted Director of Regional Service Centers for assistance in developing professional development workshops
- ✦ Identified prospective professional development workshop programs

RECOMMENDATIONS

- ✦ Determine status of arts curriculum at each local school district
- ✦ Identify pre-service arts education programs at the college level for arts and regular classroom teachers
- ✦ Continue development of resource guide to schools of existing professional development programs
- ✦ Develop and utilize cadre of professional development consultants in the arts
- ✦ Utilize Regional Service Centers as hosts/partners for professional development programs and workshops
- ✦ Explore use of technology in delivery of professional development programs
- ✦ Incorporate professional development programs into existing college-level programs and local and region K-12 programs
- ✦ Explore development of Interdisciplinary course (arts and other subject areas) at the high school level
- ✦ Build and expand number of model schools in place

PROJECTED VICTORIES BY JUNE 2001

- ✦ Baseline status of arts curriculum in each district established
- ✦ Professional development workshops provided in partnership with the Regional Service Centers
- ✦ Training models in arts education in place for pre-service & in-service of teachers

PROFESSIONAL DEVELOPMENT TEAM

TEAM LEADERS

Maxcine Giles
Staff Development
State Department of Education

Martin Sotile
Program Manager
Arts & Music
State Department of Education

TEAM MEMBERS

Carolyn Dubois
Dr. Jennifer Falls
Jan Grace
Judy Ball Johnson
Tommy Oswald
Everrett Parker
Dolly Rivas
Beverly Wilson

DESIGNING AN ASSESSMENT FRAMEWORK

ACCOMPLISHMENTS BY JUNE 2000

- ★ Completed State Arts Assessment Case Statement and presented at April 2000 BESE meeting
- ★ Initiated a review of the March 5, 1994 NAEP Arts Reports and process
- ★ Researched data from State Annual Schools' Report
- ★ Compiled and reviewed reports on 13 state assessment programs
- ★ Established understanding of assessment terminology and development process paradigm
- ★ SDE joined CCSSO/SCASS Arts Consortium

RECOMMENDATIONS

- ★ Continue meetings of the Assessment Team
- ★ Develop a baseline of information on use of the Louisiana Arts Content Standards
- ★ Initiate review of the Louisiana Arts Content Standards
- ★ Compile, analyze and disseminate CCSSO/SCASS Arts data
- ★ Continue dialogue with CCSSO/SCASS Arts Consortium
- ★ Communicate importance of professional development in arts assessment
- ★ Continue in-depth review of NAEP process and publications
- ★ Establish and report a projected 5-year budget to the Finance Team

PROJECTED VICTORY BY JUNE 2001

- ★ Louisiana Arts Content Standards revision completed

ASSESSMENT TEAM

TEAM LEADERS

Claudia Davis
Unit Supervisor
State Department of Education

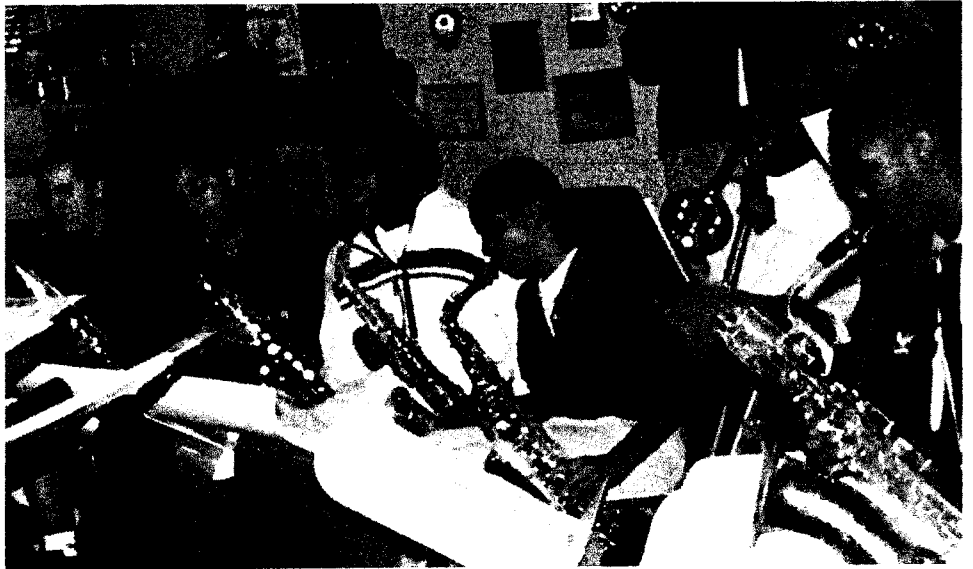
Kimberlye Hunicke
Executive Director
Louisiana Institute for Education in the Arts

TEAM MEMBERS

Morris Block
Dr. James Byo
Karl Carpenter
Linda Cook
JoAnn Eiswirth
Janet Gilpin
Rose Kennedy
Dale Liner
Renee Miller
Dr. Scott Norton
Martin Sotile
Earnisteen Spencer
Angela Thibodeaux
Dr. Ed Winston
Gail Nettles

EXTENDED TEAM MEMBERS

Betty Albritton
David Beste
Melissa Bonin
Suzanne Broussard
Fen Chou
Carol Hardie
Theresa Herrera
Stacey Schaffer





Our ideas and efforts are being harnessed to promote arts implementation so that all students will have access to the arts.

RECOMMENDATIONS



Immediately upon our formation in November 1999, the Superintendent's Task Force for Arts Education began working. We shaped a clear vision and formed teams in each one of the strategic directions listed earlier in this document. Through leadership, teamwork and outreach to many others across our state, we accomplished significant victories by June 2000. To continue this forward motion to fulfill our vision, we recommend the following:

TEAMWORK

- ✦ Determine and divide tasks and responsibilities for each team member
- ✦ Invite others to ensure inclusion of all stakeholders
- ✦ Establish regular communication with team members and stakeholders
- ✦ Engage outside experts for advice and service

SUPPORT

- ✦ Gain access to and provide input into SDE's strategic plan outlining priorities and funding allocations
- ✦ Gain support from BESE, the State Legislature, and arts and cultural organizations
- ✦ Develop a clearinghouse for information gathering and dissemination

KEY COMPONENTS FOR SUCCESSFUL PLAN IMPLEMENTATION

- ✦ Continue guidance and leadership by the Superintendent's Task Force for Arts Education
- ✦ Continue overall coordination and administration by the Louisiana Alliance for Arts Education
- ✦ Help establish and support regional and local efforts
- ✦ Establish regular communication with all stakeholders
- ✦ Secure allocation of appropriate funding

WE BELIEVE SUCCESSFUL EDUCATION REFORM INCLUDES INCORPORATION OF THE ARTS. FOR THE BENEFITS OF THE ARTS TO BE REALIZED IN CURRENT EDUCATIONAL REFORM EFFORTS, AN ONGOING AND ORGANIZED AND VISIONARY APPROACH IS IMPERATIVE. WE BELIEVE THE IMPLEMENTATION OF THIS PLAN WILL HELP THE RICH RESOURCES OF THE ARTS TO BE USED TO ENORMOUS EDUCATIONAL ADVANTAGE. AS A RESULT, WE ALL WILL REAP THE BENEFITS.



ABBREVIATIONS

Alliance . . .	Louisiana Alliance for Arts Education
BESE	State Board of Elementary & Secondary Education
CCSSO	Council of Chief State School Officers
LAEA	Louisiana Art Education Association
LAIEA	Louisiana Institute for Education in the Arts
LDOA	Louisiana Division of the Arts
LMEA	Louisiana Music Educators Association
LSMSA	Louisiana School for Math, Science & Arts
NAEP	National Assessment for Educational Progress
NEA	National Endowment for the Arts
NOCCA . . .	New Orleans Center for the Creative Arts
SCASS	State Collaborative on Assessment and Student Standards
SDE	State Department of Education
TOPS	Tuition Opportunity Program for Students
YACA	Youth Art Council of America

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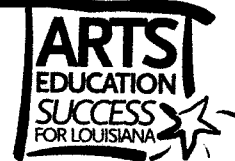
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The Superintendent's Task Force for Arts Education is grateful to the following individuals who contributed to the development of the state plan by participating in one of the regional forums or breakout sessions of the state summit and/or by completing a written survey. Their insights and suggestions were invaluable in charting a comprehensive course of action based on needs each so clearly communicated.

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COVER
Amanda Amaya-Shaw, student at Tchefuncte Middle School in Mandeville and a 2000 Arts Ambassador for the Louisiana Alliance for Arts Education, discovers Cajun fiddling at a young age.

PHOTOGRAPHER: Renee Amaya-Shaw



PAGE 7
Middle school students work on a public mural in downtown Baton Rouge.

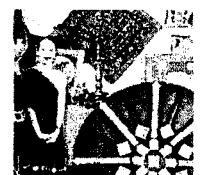


PAGE 14
Dr. James S. Catterall, Professor of Education at UCLA, talks with Donna Britt and an audience member after his keynote address at the Arts Education Summit 2000.

PHOTOGRAPHER: Steve Jarreau III



PAGE 2 and 3
Drama class breaks in new Black Box Theatre at Broadmoor Middle Magnet School.



PAGE 9
Amy Foster, talented art student at Broadmoor Middle Magnet School, adds to her painting during the Arts Education Summit 2000.

PHOTOGRAPHER: Steve Jarreau III



PAGE 15
Beverly Wilson, art teacher at LSU Laboratory School, leads a discussion during a task force meeting.



PAGE 16
Members of the Broadmoor Middle Magnet School Dance Program perform at the Arts Education Summit 2000.

PHOTOGRAPHER: Steve Jarreau III



PAGE 4
Dr. Richard Musemeche speaks on behalf of the arts at the State Rally for Arts Education 2000.

PHOTOGRAPHER: Cleveland Brown



PAGE 11
Chase Kamata, student at Mt. Carmel Academy in New Orleans and a 2000 Arts Ambassador for the Louisiana Alliance for Arts Education, performs at the State Rally for Arts Education 2000 on the Capitol Steps.

PHOTOGRAPHER: Cleveland Brown



PAGE 19
Members of the Broadmoor Middle Magnet Jazz Ensemble practice during class.



PAGE 4
Sen. Jay Dardenne opens the State Rally for Arts Education 2000 on the Capitol Steps.

PHOTOGRAPHER: Cleveland Brown



PAGE 12
JoAnn Eiswirth, Fred Zeagler, Cyndy O'Donnell, Rep. Charles DeWitt Jr., Lt. Gov. Kathleen Babineaux Blanco, and Denise Tullier-Holly congratulate state winners at the Arts Education Day 2000 Awards Ceremony in the Capitol Rotunda.

PHOTOGRAPHER: Cleveland Brown



PAGE 20
Members of the Broadmoor Middle Magnet School Dance Program perform at the Arts Education Summit 2000.

PHOTOGRAPHER: Steve Jarreau III

Note: This document is a summary of the planning process. For a copy of the reports from the task force meetings, state summit, regional forums, and written surveys, contact the Louisiana Alliance for Arts Education at 7001 Florida Blvd., Baton Rouge, LA 70806, phone or fax at 225/217-7929, e-mail at jeiswir@attglobal.net.