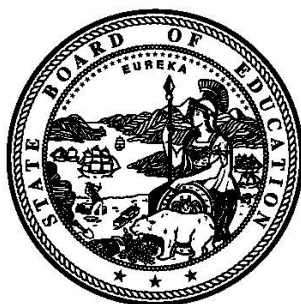


**EXCERPT: Establishing and Preparing a District Arts Team** (Page 685)

This excerpt from Chapter 9: Implementing Arts education, is provided for use with the **Informed Decision-Making Inquiry** on the California Arts Education Framework Resources for Implementation website located at <https://www.calartsedframework.org/>.  
The full framework can be accessed at <https://www.cde.ca.gov/ci/vp/cf/>.

# CALIFORNIA ARTS EDUCATION FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS

TRANSITIONAL KINDERGARTEN THROUGH GRADE TWELVE  
DANCE ■ MEDIA ARTS ■ MUSIC ■ THEATRE ■ VISUAL ARTS



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## Notice

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and developing an improvement plan as a professional learning process increases the possibility for success and lasting change. Using the assessment data gathered, the district can then begin to develop an arts education improvement plan to strategically begin the journey of improving the district's arts learning for all students.

The following describes an approach to developing an arts education improvement plan that can be modified to meet individual LEA cultures, established processes, and requirements. The steps outlined in the approach can provide useful guidance for districts or schools that are or are not developing full improvement plans.

## **Establishing and Preparing a District Arts Team**

Establishing a core district arts team that engages in the entirety of the improvement process is necessary for collecting quality data, analyzing data, identifying learning gaps, and deciding equitable approaches to improvement. To be effective, the team should be representative of all schools and all arts subject areas within the district. Arts educators are critical team members. At least one art educator from each arts discipline and level, multiple-subject teachers, special education teachers, and district-level personnel should be included. This ensures a wide representation of various perspectives. It can be beneficial to broaden the team to include school board members, community members, families, students, and interested community members. In districts that have standing curriculum committees, representatives from the committee should be included. Often in these districts, the arts education team will function as a curriculum subcommittee.

Successful approaches typically begin with a small core leadership group. This group is responsible for convening the larger district arts team, communications, and meeting organization. The core team also is responsible for keeping the process on schedule, guiding the process, monitoring benchmarks, and finalizing the resulting plan. The core leadership group can be useful in identifying members or types of members needed for the larger district arts team. Successful approaches often engage the expertise and support from an outside facilitator knowledgeable about California arts education. Using an outside facilitator with expertise in standards-based arts education to work closely with the core team is helpful in guiding the process and allows all members of the core leadership group to participate in the process. The outside facilitator can provide arts education expertise that may be missing within the district and act as an impartial voice to ask the hard questions.

Once the structure of the team is determined and members are selected, the process typically begins with establishing a common understanding of what arts education is and what it is not. This leads to developing a shared vision of the goals, intent, requirements, and needs of an inclusive, equitable, standards-based arts education program for all students. The core leadership group plans for and includes the district arts team in this important foundational professional learning centered on topics such as the *California Education Code* relating to the arts and the arts standards and framework. This builds consensus, knowledge, improvement strategies, and advocacy of the district's arts education program.