

Professional Supervision/Leadership

Districts that wish to have quality arts programs should take steps to provide their arts faculties with supervision and professional input from educators who are expert in the arts disciplines. Among other duties, these leaders should be responsible for helping teachers write, deliver, assess and improve the planned curriculum.

Whenever possible, content-expert supervisors or coordinators should be provided for each arts program (e.g., an art supervisor, a visual arts supervisor). Arts teachers are frequently the only teacher in their discipline at a particular school, so they have a particular need for opportunities to receive expert feedback and suggestions about the content-specific aspects of their instruction. Content-expert supervision can, when appropriate, be coordinated with the type of “generic” supervision school principals might provide.

In cases where arts teachers are supervised and evaluated *solely* by non-arts administrators, supervision is rarely adequate to identify and address the content-specific needs of arts teachers. Most school principals cannot hear whether the brass instruments are in tune, or see whether a theatrical scene is properly blocked. Either appropriate training must be provided for these individuals, or alternative means of supervision must be found.

Peer-based support for arts teachers, such as content-specific mentoring and peer coaching, can be helpful, especially in situations where arts administrators or supervisors are not available. However, arts teachers who are the sole teacher of their discipline in a school building – a situation especially common at the elementary level – typically cannot participate in collaborative supervision and assessment programs that require expert colleagues on-site. It is, therefore, necessary for districts that lack expert arts supervisors either to engage respected colleagues in other school buildings or districts or to hire university faculty members as consultants, not so much for formal evaluation but for ongoing professional input and growth. Districts should encourage, and provide the substitute teacher pay necessary to foster, such interschool collaboration.

Regardless of whether there is a designated leader who has supervisory responsibility, it is important to designate a coordinator or “team leader” for each arts area who, among other duties:

- coordinates development and revision of curriculum;
- calls and chairs regular faculty meetings;
- facilitates and, when appropriate, initiates discussions of curriculum-related and other issues;
- helps the arts faculty articulate its in-service needs, identifies sources to fulfill those needs and coordinates in-service workshops;
- oversees the assessment, evaluation and improvement of the K-12 program;
- oversees the development of a coordinated budget for each arts area, identifies cost-effective sources of quality equipment and supplies, and arranges for regular inventory and maintenance of equipment;
- coordinates the scheduling of arts faculty members;
- coordinates the scheduling and planning of arts events, exhibits and performances;
- organizes collaborative efforts among arts faculty members and interdisciplinary collaborations between the arts faculty and other faculty members;
- initiates and oversees collaborations that access community arts organizations and other outside resources, such as resident artists, to support and enrich school arts programs;
- identifies potential sources of grant support and collaborates on the writing of grant proposals for arts programs;
- acts as the liaison between the arts faculty, school and central office administrators, and the school board; and
- makes sure that the arts program runs smoothly in a variety of other ways.

The Connecticut Association of Arts Administrators provides local arts coordinators with professional development and support during its monthly meetings. Each meeting features updates on the latest developments in arts education, opportunities for sharing model practices and strategies, and an in-service workshop available for (optional) Continuing Education Units (CEUs). For more information about participating in this organization and its activities, contact the arts consultant in the Connecticut State Department of Education.

USEFUL RESOURCES

The recommendations presented on pages 160-162 are merely a selective summary of important resources for successful arts programs. The reader is encouraged to refer to a variety of other expert sources for more details.

Guidelines For All Of The Arts

Consortium of National Arts Education Associations. *Opportunity-to-Learn Standards for Arts Education*. Reston, VA: NAEA, 1995. Available from the National Art Education Association, 1916 Association Drive, Reston, VA 22091-1590. Phone (703) 860-8000; Fax (703) 860-2960.

Resources In Dance

Adventures in Creative Movement Activities: A Guide to Teaching, by Marcia Lloyd, presents principles and practices for using creative movement activities in the classroom, gym or on the playground.

Building Dances, by Susan McGreevy-Nichols and Helene Scheff, is a "how-to" book which helps the teacher introduce, develop and assess the basics of choreography in Grades K-12.

Contrast and Continuum: Music for Creative Dance (Volumes I and II) presents compositions by Eric Chappelle that contain an amazing variety of music styles, sounds, tempo and texture that are suitable for teaching dance to all ages, PK-12.

Creative Dance for All Ages, by Anne Green Gilbert, presents the basic concepts of dance (space, time, force, body, movement and form), related activities and detailed guidelines for teachers that help them develop skills and creativity in students.

Dance for Young Children: Finding the Magic in Movement, by Sue Stinson, helps teachers develop effective teaching strategies and includes sample ideas and lesson plans for teachers of children, ages 2-8.

National Standards for Dance Education, developed by the National Dance Association, outlines content and achievement standards for dance in Grades K-12. The content standards describe what every young American should know and be able to do in dance and the achievement standards specify understandings and levels of achievement that students are expected to attain in the competencies at the completion of Grades 4, 8 and 12.

Teaching Children Dance: Becoming a Master Teacher, by Theresa Purcell, offers elementary physical educators a practical approach to teaching developmentally appropriate dance.

For a complete catalog of dance education publications, contact the National Dance Association, 1900 Association Drive, Reston, VA 22091; (703) 476-3464.

The National Dance Education Association (NDEA) can be contacted at 4948 St. Elmo Ave., Suite 207, Bethesda, MD 20814, or reached by telephone at (301) 657-2880.

Resources In Music

All of the following are MENC: National Association for Music Education publications. For further information, contact MENC at 1806 Robert Fulton Drive, Reston, VA 22091-4348. Phone (703) 860-4000; FAX (703) 860-1531. Website: www.menc.org.

The School Music Program: A New Vision. The K-12 national standards and MENC's prekindergarten standards. Includes details about what the standards mean to music educators and ways standards-driven curriculums will better serve American students.

Opportunity-to-Learn Standards for Music Instruction: Grades PreK-12. Standards for curriculum and scheduling; staffing, materials and equipment; and facilities. Developed by practicing teachers and music administrators familiar with day-to-day realities of classrooms and resources.

Perspectives on Implementation: Arts Education Standards for America's Students. Examines issues related to standards implementation and lays out strategies for long-term implementation efforts.

Teaching Examples: Ideas for Music Educators. Instructional strategies based on the national standards to help teachers design and implement a curriculum leading to achievement of the standards.

Strategies for Teaching. A series of books suggesting effective strategies for teaching to the national standards in specific types of music classes at the elementary or secondary levels.

Music for a Sound Education: A Tool Kit for Implementing the Standards. Essential resources for everyone interested in the effort to provide all children with a rigorous, standards-influenced curriculum in music.

Resources In Theatre

Teacher Preparation and Certification Standards. This publication, created by a joint task force from AATE and the Speech Communication Association, offers standards for preparation and certification of theatre specialists, speech/communication/theatre teachers and speech communication specialists.

Youth Theatre Journal. This scholarly journal – published annually – includes articles that advance the study and practice of theatre and drama for youth as both education and art.

Stage of the Art. This magazine – published quarterly – premiered in the spring of 1995. It includes articles of practical use to theatre artists and educators.

Drama/Theatre Teacher. This periodical was the predecessor of *Stage of the Art*. Back issues are available on themes related to the following standards: structuring drama sessions, curriculum issues, assessment, teacher as innovator, Shakespeare's legacy, diversity in drama.

Theatre Safety. This monograph offers a basic guide for administrators and theatre arts teachers in establishing and maintaining a safe environment for actors, technicians and audience members.

For further information, contact AATE, Theatre Department, Arizona State University, P.O. Box 872002, Tempe, AZ 85287-2002. Phone (480) 965-6064; FAX (480) 965-5351. Website: www.info@asu.edu

Resources In The Visual Arts

The following are National Art Education Association Publications. For further information, contact NAEA at, 1916 Association Drive, Reston, VA 22091-1590. Phone (703) 860-8000; FAX (703) 860-2960. Website: www.naea-reston.org

Creating Curriculum in Art, by Phillip Dunn, outlines the theoretical orientations for art curriculums, the five critical areas for art curriculum development, an examination and analysis of curricular approaches, and a discussion of student evaluation and art program assessment. This book translates art theory into curriculum and into daily practice for the art teacher, curriculum coordinator and school administrator.

Design Standards for School Art Facilities, Mac Arthur Goodwin, editor. This visual resource includes over 60 photos and floor-plan drawings of specialized art studio rooms. The guide contains art room planning in elementary, middle/junior and senior high schools; general specifications (space, lighting, safety, computers); and specialized art rooms (ceramics, kiln, printmaking, technology). Also included are numerous resources for state and federal agencies, manufacturers, organizations and others that keep current on specifications, codes, health-hazard regulations and legislation.

Elementary Art Programs: A Guide for Administrators. This volume addresses fundamental issues central to the administration of elementary art education in American schools. It answers questions about key standards concerning content, materials, instruction and more. This guide also addresses 16 fundamental questions school administrators should ask about elementary art programs and is an important policy resource.

Exemplary Art Education Curricula: A Guide to Guides. An NAEA task force of art educators presents an in-depth review of art curriculum guides written for Grades K-12. The book includes 26 criteria for exemplary art curriculum guides and commentary on current needs in art curriculums. The major portion of the book consists of sample pages from the guides, with critical discussion of their content, format and visual impact.

Purposes, Principles and Standards For School Art Programs {Revised Edition}. This publication is directed toward the promotion and recognition of educationally sound visual arts programs in elementary, middle/junior and high schools. It is designed as a self-assessment evaluation of the seven art education program components: organization, curriculum, personnel, scheduling, facilities, materials/equipment and budgets.

School Art Programs: A Guide for School Board Members and Superintendents. Guidelines for school administrators concerning what students should learn in art; components of the art program; curriculum and instruction; professional development; scheduling, facilities and equipment/materials; evaluation; staffing; budgeting; and related issues.

Another useful publication is *Discipline-Based Art Education: A Curriculum Sampler*, Alexander, Kay and Day, Michael, editors. Los Angeles, CA: The Getty Center for Education in the Arts, 1991.

Connecticut Community Arts Resources

Contact organization:

Connecticut Commission on the Arts
755 Main Street
Hartford, CT 06103
(860) 566-4770
<http://www.ctarts.org>

See also: <http://www.ctarts.org/schoolres.htm>

¹ Consortium of National Arts Education Associations. *Opportunity-to-Learn Standards for Arts Education*. Reston, VA: NAEA, 1995.

² Geerdes, Harold P. *Music Facilities: Building, Equipping and Renovating*. Reston, VA: MENC, 1987.

³ *A Guide to Curriculum Development: Purposes, Practices and Procedures*. Hartford, CT: Connecticut State Board of Education, 1981.

⁴ Consortium of National Arts Education Associations. *Opportunity-to-Learn Standards for Arts Education*. Reston, VA: NAEA, 1995.

⁵ Bernstorf, Elaine and Burk, Kenneth (1997). "Vocal Integrity of Elementary Music Teachers: Personal and Environmental Factors." *Journal of Research in Music Education* 44, no. 4 (Winter 1996): 369-383.

⁶ Negroponte, Nicholas. *Being Digital*. New York: Alfred A. Knopf, 1995, 221-222.

⁷ Modugno, Anne (1991). "The Lost Student, Found." *Music Educators Journal* 79, no. 3 (November, 1991): 50-54.

Scripp, Larry and Meyaard, Joan (1991). "Encouraging Musical Risks for Learning Success." *Music Educators Journal* 79, no. 3 (November, 1991): 36-41.

⁸ Musical Instrument Digital Interface, a standard way of connecting electronic devices and computers for music work.

