



# ARIZONA DEPARTMENT OF EDUCATION OFFICE OF ARTS EDUCATION

Fall 2017 Report

## OVERVIEW

### 1. Project Background and Description

The Arts Advisory & Action Committee or A3C is an advocacy initiative created by the Arizona Department of Education (ADE). Having numerous iterations over the years, the current A3C convening is centered on gathering arts education stakeholders together in a shared space allowing ADE to better engage with the supporting of the needs and challenges of this specialized group of educators. To facilitate this process, ADE has designated its Arts Education Specialist to logistically schedule, communicate meeting times and agendas to constituents, and secure meeting locations. To receive the most comprehensive feedback possible, ADE's Arts Education Specialist, along with a representative from the Arizona Commission on the Arts (ACA), will tour the state and engage stakeholders within their communities as we have identified that only certain members can meet at a centrally located venue.

This work is important for the field of Arts Education. Gathering a diverse perspective of needs from across the states allows for an informed and equitable response that is reflective of each individual region.

Supporting this initiative by providing additional leadership and analysis of gathered A3C data, is a new group: "Round Table Advisory Committee" or RTAC. Consisting of Arts Education Leaders from the various Professional Arts Education Support Agencies, (representing each artistic discipline) RTAC members will meet quarterly to process and respond to the needs gathered through the A3C process.

### 2. Background Needs Report

The following data was collected from the one and only A3C meeting which occurred during the 2016-'17 school year. Responses were self-reported by individuals attending the meeting. This convening was facilitated by Robert Waller, then Arts Education Specialist for ADE:

Number of responses reported: **18**

- Respondents were **most interested** in having ADE provide:
  - Centralized Communication for Arts Education
  - Professional Development that better communicates how schools can take advantage of Title I Funds to support Arts Education
  - Professional Development that outlines best practices for Arts Education
    - Including intentional support for District Fine Arts Coordinators/Coaches/Leaders
- Subsequent levels of interest include:
  - The creation and regular maintenance of a virtual Arts Education resource list.
  - Guidance on new ESSA Law and New Arts Standards
  - Professional Development on Arts Integration
  - A consistent and intentional ADE presence within the field.



### 3. Current “snapshot” of Needs

The following ‘snapshot’ is taken from the August 30<sup>th</sup>, 2017 meeting. Participants were asked to rotate between three general spheres of operation, identifying Arts Education needs within each sphere: School Sector, Community Sector, Governmental Sector. Then, participants were asked to identify the top needs within each sector. These are reported here:

- School Sector Needs
  1. Emphasizing/acknowledging the value of the arts in the role of producing well-rounded students
  2. Unequal allocation of resources
  3. Meaningful Professional Development created for Arts Educators, and those responsible for evaluating Arts Educators
- Community Sector Needs
  1. Unifying and gathering data between schools and community arts organizations- identify the common language that will turn Arts Data into impactful solutions.
  2. Lack of understanding from parents about the value of arts integration.
  3. Build collaborations with local business- help Arts Educators identify 21<sup>st</sup> Century skills to teach students, better preparing them for future employment.
- Governmental Sector Needs
  1. Policy makers lack a background or understanding of Arts and Arts Education
  2. Evidence-based data used to inform decisions

**The purpose of identifying needs across *multiple* spheres of influence (School, Community, Governmental) is to inspire our Arts Education Stakeholders to be better equipped to self-advocate for *themselves* and their *students*. Increasing the capacity of our *teacher leaders* allows for a more intentional impact on the field of Arts Education, contributing to increased access and a deepened rigor of instruction which contributes to a well-rounded education as outlined by ESSA.**

### 4. RTAC Evaluation of August 30<sup>th</sup> Identified Needs

RTAC Members will convene in December to help further analyze participant responses. **This data will then be translated into action steps for subsequent A3C meetings.**