

**South Pasadena Unified School District**  
**Arts for All Update 2011**

Peggy Burt and Kimberleigh Aarn, Arts for All Coaches

**Vision:**

As an Arts for All District, South Pasadena Unified School District, is dedicated to providing sequential, standards-based arts education for every student.

**Mission:**

Under the leadership of Dr. Steve Seaford, the District's Arts for All Committee, comprised of teachers, administrators, parents, community arts members and one student, meets on a regular basis to work on implementing the board policy-driven Arts for All plan developed in 2007-2008 . The committee works to ensure that arts education is a vital and indispensable part of a comprehensive SPUSD education.

**Introduction**

In the spring of 2007, the Los Angeles County Arts Commission, in cooperation with the California Alliance for Arts Education, invited the South Pasadena Unified School District to participate in Arts for All: *Los Angeles County Regional Blueprint for Arts Education*. Under the leadership of co-chairs Ellen Dougherty of the District, Susan Hoffmann of the Huntington Library and Arts for All coach Leonardo Bravo, the Community Arts Team (CAT team) developed an Arts Education policy and an Arts for All plan. The Board of Education adopted the Arts Education policy on June 10, 2008.

In 2009-2010, Arts for All coach Susan Cambigue-Tracey provided technical assistance to help the district draft curriculum maps in dance, music, theatre and visual arts.

As of 2011, South Pasadena Unified School District is in the fourth year of participation in *Arts for All*. This document highlights important milestone accomplishments to date, as well as the original strategic plan, with some updates and revisions. Through an effort to refocus the Arts for All stated goals, the district welcomed two Arts for All Coaches: Kimberleigh Aarn and Peggy Burt, to provide recommendations on the key priorities to move the district forward to the ultimate vision of providing a program of K-12 standards-based sequential arts education for every student in the district.

**Current leadership:**

Superintendent Joel Shapiro and Assistant Superintendent Instructional Services Steve Seaford.

**South Pasadena Unified School District Arts for All Accomplishments**

The district has achieved a number of the stated goals in the Arts for All Plan including:

- ✓ Partnered with local artists to create and deliver in-class instruction on the visual arts at each elementary school. Each school received 6 weeks of instruction. Next year the program will deliver instruction for 8 weeks. (2011-2012)
- ✓ Developed and published a first draft of a scope and sequence for instruction in theater arts, visual arts, music, and dance in grades K-5.
- ✓ Identified performance-based VAPA assessments for use in grade K-5
- ✓ Presented public displays (galleries) of the art produced in partnership with South Pasadena Arts Center at each elementary school site.

**Arts for All PRIORITY IMPLEMENTATION AREAS FOR 2011 - 2013**

***New***

Arts integrated lesson plan development  
Integrated lessons to be piloted 2011-2012  
Make curriculum/lesson plans available on website for teachers' use

***Ongoing***

Curriculum development in each arts discipline (K-5)  
Develop and distribute assessment tools with curriculum  
Provide professional development to teachers (K-5) to support curriculum

**IMPLEMENTATION FOCUS: Strengthening Curriculum & Instruction in Arts and in Arts Integration with other Content Areas**

Goal 1: Develop Arts and Integrated Curriculum/ Lesson Plans

Goal 2: Develop Collaborative Arts Programs with Community Partners

Goal 3: Empower Educators to Deliver Quality Arts Instruction through Professional Development and Coaching

**Goal 1: Develop Arts and Integrated Curriculum/ Lesson Plans**

**SUGGESTED Actions:**

- Integrated Curriculum Taskforce to collect data, evaluate models, and write or adapt lesson plans
- Roll out pilot lessons through peer modeling and/or expert coaching support
- Provide ongoing professional development opportunities to create professional learning community around arts integration

**Goal 2: Develop Collaborative Arts Programs with Community Partners**

**SUGGESTED Actions:**

- Determine interest and capacity of community partners through focused outreach (emails to elicit interest)
- Based on interest, select areas of focus for year (art form/grade levels, etc)
- Review partner programs and invite teachers into collaboration
- Keep a simple Arts Partner Registry of community partners for teacher/classroom access

**Goal 3: Empower Educators to Deliver Quality Arts Instruction through Professional Development and Coaching**

**SUGGESTED Actions:**

- Ensure that there is one point person/lead Arts Representatives at each school site
- Recruit teachers to pilot lessons
- Provide professional development to teachers testing lessons
- Provide coaching assistance as needed/able/funded
- Evaluate program and adjust as needed

Arts for All Planning Efforts 2007-2009
---

The original Arts for All planning team developed the following Vision Elements:

***The critical elements needed to build a solid foundation for arts education at South Pasadena Unified School District are:***

1. Vision & Strategic Planning
  - Conduct needs assessment
  - Develop sequential K-12 plan
2. Coordination & Oversight
3. Curriculum & Instruction in the Arts
4. Ongoing PD for All
5. Collaborations with Community Partnerships
6. Facilities Materials & Budgets
7. Arts Advocacy

*South Pasadena Unified School District Arts for All Action Plan 2008-2013*

**Focus Area 1.0: Developing Arts Curriculum Infrastructure**

Timeline (start and end dates)	Action	Steps to Accomplish	Funding Required?	Person(s) or Task Force Responsible	Results/Outcomes	Progress to date
2008-2009	Conduct research to determine best approach to arts curriculum	<ul style="list-style-type: none"> <li>a) Research what is out there with other districts</li> <li>b) Maximize use of VAPA frameworks</li> <li>c) Establish outcomes for each grade level</li> <li>d) Use a backwards mapping approach for K-12 articulation</li> </ul>				
2009-2010	Design curriculum and share through professional development	<ul style="list-style-type: none"> <li>a) Design K-12 curriculum map aligned to VAPA standards</li> <li>b) Find links to other subject areas</li> <li>c) Individual lesson plans and units are available to be shared online or through print distribution</li> <li>d) Curriculum is shared through professional development for classroom teachers</li> </ul>				
2010-2011	Curriculum is piloted in classrooms	<ul style="list-style-type: none"> <li>a) Classroom teachers begin piloting individual lessons and/or units</li> <li>b) Focus on measurement and assessment instruments</li> </ul>				Developed and published a first draft of a scope and sequence for instruction in theater arts, visual arts, music and dance in grades K-5.
2011-2013	Develop Elementary Taskforce to continue to develop and evaluate arts curriculum	<ul style="list-style-type: none"> <li>a) Identify and recruit teachers</li> <li>b) Conduct summer institute</li> <li>c) Determine structure for subcommittee (number of meetings/goals)</li> <li>d) Provide opportunities for subcommittee to share recommendations and continue professional development</li> </ul>				
	Continue to promote use of curriculum by addressing challenges/gaps	<ul style="list-style-type: none"> <li>a) Update and enhance curriculum maps in all four arts disciplines</li> <li>b) Look into working with community partners</li> <li>c) Determine facility needs for curriculum delivery</li> <li>d) Determine principal needs to support curriculum delivery</li> </ul>				

**Focus Area 2.0: Strengthening Instructional Methodology**

Timeline (start and end dates)	Action	Steps to Accomplish	Funding Required?	Person(s) or Task Force Responsible	Results/Outcomes	Progress to date
2008-2009	Conduct research to determine best practices in instructional methodology	<ul style="list-style-type: none"> <li>a) Look at what exists with similar history and resources in other districts</li> <li>b) Correlate what is being done with what is being taught across subject areas</li> <li>c) Assess current instructional human resources</li> <li>d) Assess available community resources</li> <li>e) Continue arts itinerant instruction while providing PD for classroom teachers</li> </ul>				
2009-2010	Develop ongoing partnerships with classroom teachers and teaching artists to develop capacity to deliver	<ul style="list-style-type: none"> <li>a) Grade level elementary collaboration begins to share students &amp; team teach VAPA standards</li> <li>b) Begin to look at scheduling needs</li> <li>c) Itinerant arts teachers have options to work as arts coaches working side by side with classroom teachers</li> <li>d) Pilot arts residencies that supplement district instruction in the arts begin to be implemented at all elementary schools</li> </ul>				
2010-2011	Implement instruction through three delivery methods	<p>Instructional strands begin to be refined into three delivery models:</p> <ul style="list-style-type: none"> <li>1. Itinerant arts teachers</li> <li>2. Integrated curriculum taught by classroom teachers</li> <li>3. Arts residencies delivered by community partners</li> </ul>				
2011-2013	Determine methods to evaluate instruction and conduct student assessment					2011: Identified some performance-based VAPA assessments to use in grade K-5

**Focus Area 3.0: Providing Professional Development in the Arts**

Timeline (start and end dates)	Action	Steps to Accomplish	Funding Required?	Person(s) or Task Force Responsible	Results/Outcomes	Progress to date
2008-2009	Determine needs and delivery methods are professional development in the arts for classroom teachers	<ul style="list-style-type: none"> <li>a) Involve district arts specialists as a key part of PD</li> <li>b) Conduct needs assessment for schools, parent, stakeholders from district:</li> <li>c) –What do individuals need?</li> <li>d) What areas of expertise are available?</li> </ul>				
	Develop site committee	<ul style="list-style-type: none"> <li>a) Create site committee comprised of all/various stakeholders to focus on specific “leadership” in area of expertise (VAPA)</li> <li>b) Site committee to act as a VAPA resources, plan and conduct assessments</li> <li>c) Create a timeline for site committee – reasonable time frames</li> </ul>				
2009-2010	Begin to offer professional development in the arts	<ul style="list-style-type: none"> <li>a) Research trainer of trainers coaching models</li> <li>b) Research role of community partnerships</li> <li>c) Professional development workshops begin to be offered on a volunteer basis across the district</li> </ul>				
2010-2011	Classroom teachers commit to teach an arts integrated lesson or unit					
2011-2013	Determine methods to continue to create new lessons on share on the web					

**Focus Area 4.0: Developing Partnerships and Collaborations**

Timeline (start and end dates)	Action	Steps to Accomplish	Funding Required?	Person(s) or Task Force Responsible	Results/Outcomes	Progress to date
2008-2009	Identify possibilities and establish relationships with partners	<ul style="list-style-type: none"> <li>a) Form a partnership subcommittee</li> <li>b) Identify opportunities:               <ul style="list-style-type: none"> <li>• During school hours</li> <li>• Workshops</li> <li>• Professional development for staff</li> <li>• Field trips</li> <li>• Instruction for students</li> <li>• Assemblies</li> </ul> </li> <li>c) Draft a partnership plan</li> </ul>				
2009-2010	Identify and cultivate potential partners	<ul style="list-style-type: none"> <li>a) Look at local partners:               <ul style="list-style-type: none"> <li>• Art Center</li> <li>• Design High School</li> <li>• Armory</li> <li>• USC Vision and Voices</li> <li>• Local Talent/Artists</li> <li>• SPEF</li> <li>• Kaiser</li> </ul> </li> <li>b) Identify partner programs that could provide programs and support (Possible benefits)               <ul style="list-style-type: none"> <li>• Exposure (access)</li> <li>• Funding</li> <li>• Facilities</li> <li>• Outreach</li> <li>• Mentorships</li> </ul> </li> </ul>				
2010-2011	District begins to implement a range of partnerships					<p>Partnered with local artists to create and deliver in-class instruction on the visual arts at each elementary school. Each school received 6 weeks of instruction.</p> <p>Each elementary school hosted public displays (galleries) of the</p>

						art produced in partnership with the South Pasadena Arts Center
<b>2011-2013</b>	Continue to provide instruction through local artist partnership	2011-2012: Each elementary school will receive 8 weeks of visual arts instruction through partnership with local artist.				



Focus Area 5.0 Developing Internal Support\Funding and Resources

Timeline (start and end dates)	Action	Steps to Accomplish	Funding Required?	Person(s) or Task Force Responsible	Results/Outcomes	Progress to date
2008-2009	Identify resources	<ul style="list-style-type: none"> <li>a) District administration begins to coordinate various aspects of arts initiative</li> <li>b) Facility space analysis: what is available?</li> <li>c) Establish booster support; parents, clubs, wish night</li> <li>d) Money: grants, state funds, general fund</li> <li>e) Define block grant access, district provides resources for two years</li> <li>f) Research the feasibility of independent money collecting for the arts</li> <li>g) Tap into exceptional community resources and support</li> </ul>				
2009-2010	Appropriate resources	<ul style="list-style-type: none"> <li>• Appropriate resources (support, funding and facilities) begin to be allocated towards equitable access for all students</li> </ul>				
2010-2011	Continue to seek diverse revenue streams					
2011-2013						

**Focus Area 6.0: Developing Arts Leadership**

Timeline (start and end dates)	Action	Steps to Accomplish	Funding Required?	Person(s) or Task Force Responsible	Results/Outcomes	Progress to date
<b>2008-2009</b>	Establish a School Site Arts Committee K-12	<ul style="list-style-type: none"> <li>a) Appoint / seek a representative from each site as part of a district arts committee</li> <li>b) Knowledge of and dissemination of district Arts policy</li> <li>c) Principals and site committees ensure implementation of year one activities</li> </ul>				
<b>2009-2010</b>	Identify and appoint part-time coordinator	<ul style="list-style-type: none"> <li>a) Part-time coordinator to facilitate arts committee meetings</li> <li>b) Coordinator and principals articulate K-12 curriculum</li> <li>c) Principals and coordinator partner with SPEF and other community organizations, resources and facilities to sustain programs</li> </ul>				
<b>2010-2011</b>	Ongoing support from leadership	<ul style="list-style-type: none"> <li>a) Principals ensure curriculum is being taught</li> <li>b) District and site committees focus on measurement and assessment</li> </ul>				
<b>2011-2013</b>						

**Focus Area 7.0: Developing ongoing Advocacy and Awareness**

Timeline (start and end dates)	Action	Steps to Accomplish	Funding Required?	Person(s) or Task Force Responsible	Results/Outcomes	Progress to date
2008-2009	Establish an advocacy committee	<ul style="list-style-type: none"> <li>a) Invite media to BOE meeting in which plan is adopted</li> <li>b) Hold a policy “coming out” party, attractive attention getters</li> <li>c) Find community partners for future and keep connection’s information</li> <li>d) Establish a database of interested people/contacts</li> <li>e) Research the feasibility of independent money collecting for the arts</li> <li>f) Arts for All web link</li> <li>g) Initiate a contest for “Arts for All/SPUSD” brochure or poster</li> <li>h) Develop a parent advocacy group</li> </ul>				
2009-2010	Support and Promote arts awareness	<ul style="list-style-type: none"> <li>a) Adopt-a-District program with community arts organizations</li> <li>b) Establish a pay pal link to Arts for All website</li> <li>c) Engage and involve elected officials, business community and whole school communities</li> <li>d) Extend arts lessons with parent volunteers with more formal training (?)</li> <li>e) Adopt a school program with community arts organizations</li> <li>f) Organize SPUSD week of the arts</li> <li>g) Facilitate exchange of exhibit and performances across the district</li> </ul>				

<b>2010-2011</b>	Experiential Connections	a) Create an industry warehouse for recycled materials/direct contacts to supply extras...enhance facilities b) "Bridge experiences" parents and students arts are showcased together c) Create internships d) Develop vocational awareness				
<b>2011-2013</b>						

Arts for All Community Arts Team Members (original team 2007-2008)	
District Superintendent	<b>Mr. Brian E. Bristol</b>
Contact in Superintendent's Office	Ms. Sylvia Carroll
Community Arts Team Co-Chairs	
District Representative	Dr. Ellen Dougherty
Community Representative	Ms. Susan Hoffmann, Art Education Huntington Library
Community Arts Team Members	
	NAME AND ORGANIZATION
Business Leader	Mr. Scott Feldmann, SPUSD Chamber of Commerce
Community Arts Organization	Victoria arriola
High School Teacher	Ms. Amiee Hultman, Visual Arts Teacher
District Arts Coordinator	Ms. Lynne Olson, Elementary Drama Teacher
District Grant Coordinator	Greg Luna, TOSA
Education Foundation	Ms. Robyn Saito, S.P.E.F. Member
Middle School Teacher	Ms. Marion Thompkins, SPMS Drama Teacher
Principal, Elementary School	
Principal, Middle School	Ms. Mercedes Metz
Principal, High School	Ms. Janet Anderson
Parent Teacher Association Council	Kim Lesak
School Board Member	Ms. Kris Calvin
Asst. Superintendent, Business	Ms. Mary Anne McCabe
Teacher, Elementary School	Ms. Nancy Klaphaak, Monterey Hills Elementary
Teacher, Middle School	Mr. Jim Macomber, SPMS Band Director
Teacher, High School	Ms. Rebecca Levy, High School Dance Instructor