

Envisioning Arts Education in Vermont



Final Report
May 2015



Introduction

The arts are everywhere in Vermont. Our State is a recognized leader in innovation, creativity, and artistic expression. From a world renowned jazz festival in Burlington; to highly a respected modern art museum in Brattleboro; to an internationally recognized theater group in the Northeast Kingdom, Vermonters are known for their support of the arts. The arts inform our identity as a state and the character of our communities. They are also a powerful economic driver. Vermont's creative sector generates over \$550 million in total sales annually, creates more than 7,400 jobs, and produces nearly \$160 million in compensation. ¹

Despite our rich cultural and artistic assets, there are a number of challenges in ensuring this tradition continues and that all students in Vermont have the opportunity to learn in, about, and through the arts. Vermont students' access to excellent arts instruction can vary widely depending upon the community in which they live. Research-based evidence demonstrating the efficacy of arts education in increasing student achievement has not been widely disseminated in Vermont. The state is one of only 8 in the entire country whose Department or Agency of Education does not employ an arts content specialist that can help shape educational policy and share best practices with the field. Arts organizations that are ready and willing to help support educational efforts often struggle to engage with or understand school identified learning objectives.

In an attempt to address these challenges, on September 11, 2014, the Vermont Arts Council, in partnership with the Vermont Office of the Creative Economy; The Vermont College of Fine Arts; and with support from the Vermont Agency of Education, hosted an arts education summit with the goal of beginning a statewide conversation about the most effective ways to increase student access to excellent arts education. 120 leaders in the arts, education, non-profit organizations, government, and business communities identified a series of strategies and priorities to improve student access to the arts to ensure that students have the opportunities to develop creative and critical thinking skills.

The conversation that began at the Summit continued through the fall and winter as the Council convened a series of community forums so Vermonters from around the state could share their concerns about and hopes for the future of arts education. The Council heard from teachers, parents, community leaders, and school administrators at five different community forums (Bennington, Dummerston, St. Johnsbury, Randolph, and Burlington). We ask forum participants for their knowledge, opinions, and to answer three questions: 1) What's working in arts education in Vermont? 2) What are the challenges for ensuring student access to excellent arts education? And 3) What needs to happen to move arts education in Vermont forward? Participants then voted to determine priorities. While each community has its own specific concerns and suggestions for increasing access to excellent arts education, most of the issues and recommendations we heard were common ones.

¹ The Economic Footprint of the Arts in Vermont: An Update
Center for Policy Analysis, University of Massachusetts Dartmouth (2014)

The Council has analyzed the findings from the summit as well from the community forums and identified the most urgent and actionable steps needed to increase student access. While there are literally dozens of great ideas contained in this document, the five priorities below, based upon our analysis, are the ones to which advocates for arts education should turn their common attention.

Recommendations

1) The Agency of Education should employ an arts content specialist.

An arts content specialist on at the Agency of Education would play a vital role in supporting arts instructors throughout Vermont, shepherding the implementation of the National Core Arts Standards, helping develop quality professional development opportunities in the arts, fostering partnerships between the state arts agency and local arts organizations to leverage resources for arts education, facilitating the implementation of the National Core Arts Standards, and helping ensure the Education Quality Standards for the arts are being met.

2) Vermont should adopt the new National Core Arts Standards.

The new National Core Art Standards better reflect the importance of 21st Century Skills/transferable skills (in the tradition of Common Core State Standards and Next Generation Science Standards) than the Vermont Framework of Grade Expectations, which are over a decade old and do not include media arts standards. The National Core Arts Standards were developed over three years by a national network of thousands of educators, including K-12 practitioners; theoreticians in arts education and education psychology; district arts administrators; and higher educators. Vermont's adoption of these standards (which many teachers already use) would ensure that the State's standards are current, rigorous, and relevant.

3) There needs to be high-quality professional development for arts educators and non-arts educators focused on ways to integrate the arts across the curriculum.

Currently there are limited opportunities for professional development in arts education in Vermont. Despite strong examples of excellence at higher-education institutions and arts organizations, arts instructors report limited opportunity for content-specific professional development particularly during school or district in-services. Arts organizations, the Vermont Professional Learning Network, and higher education should collaborate to provide excellent professional development that improves teacher practice and creates opportunities for non-arts specialists to learn how to successfully use arts integration to support student learning.

4) Advocates for arts education should build an advocacy toolkit with current research on the importance of arts education.

Students, parents, and educators who believe in the importance of arts education often lack research-based evidence that can support advocacy efforts with local school boards and

administrators, despite the extensive evidence that exists. Arts education advocates should develop a centralized online advocacy toolkit that can provide the latest research on the impact of the arts on student learning as well as data about student access to arts education opportunities in their community.

5) Partnerships between school and arts organizations should be fostered to create more opportunities in the arts for students.

Through collaborative partnerships with the Agency of Education, the state arts agency, local arts organizations, higher education, and local schools, Vermont can successfully coordinate and leverage existing resources. Further coordination of efforts would improve efficacy, eliminate redundancy, and provide great opportunities for shared goal setting and outcomes measurement. These mutually supportive efforts would grow the next generation of citizens who support and participate in the arts, as well as provide needed support for the State in realizing the goals outlined in the Education Quality Standards and the Personalized Learning Plan requirements of Act 77.

Envisioning Arts Education in Vermont



Vermont College of Fine Arts
September 11, 2014



in partnership with:



with support from:



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Introduction

On Thursday, September 11, 2014, The Vermont Arts Council, with support from the Vermont College of Fine Arts, the Office of the Creative Economy, and the Vermont Agency of Education, held a visioning session on the future of arts education in Vermont. The participants, 120 leaders in the arts, education, non-profit organizations, government, and business communities, identified a series of priorities and strategies to ensure that Vermont students have the opportunity to develop creative abilities and critical thinking skills. Their findings will serve as the basis for a state-wide conversation about arts education in Vermont.

After remarks from Ellen McCulloch-Lovell, President of Marlboro College (Appendix A), and Vermont Secretary of Education, Rebecca Holcombe, participants were presented with an overview of Vermont's current arts education landscape, and examples of excellence from around the state presented by the Integrated Arts Academy, Music Comp, and the River of Light Parade. Participants then worked in groups to consider specific challenges/opportunities that had been previously identified by a planning committee. This document contains an analysis of those group conversations with common points of interest as well as the raw record of them.

Analysis of Findings

After conducting an analysis of the various breakout group discussions and their individual recommendations, we have identified the following goals as immediate priorities for moving arts education in Vermont forward. This is not a finalized list of objectives, but rather, a preliminary list of findings that will inform a series of state-wide hearings this fall and winter about the future of arts education in Vermont. The information collected at those hearings will be compiled, reviewed, and prioritized by a task force of representative stakeholders.

Recommendations

- 1) Arts education efforts need to include a focus on pre-K education.
- 2) The Agency of Education should employ an arts content specialist.
- 3) Deliver high quality professional development for arts educators and non-arts educators focused on ways to integrate the arts across the curriculum.
- 4) Create an "advocacy toolkit" with current research on the importance of arts education.
- 5) Adopt the new National Core Arts Standards.
- 6) There should be a consistent, designated amount of funding for arts education in schools, and funding efforts should be coordinated to ensure maximum effectiveness.

Breakout Session Findings

Professional Development

Breakout Group Members: Casey Murrow, Beth LeCours, Martha Fitch, Carol Gargon, Ben Doyle (facilitator), Marni Leikin, Owen Leavey, Tillie Quattrone, Noel Bryant, Jonathan Silverman, Rebecca McGregor, Micha Carlson, Mary Hepburn (scribe).

What's working?

- There are a variety of regional and national organizations offering professional development opportunities to arts educators (The Flynn Center for the Performing Arts, Catamount Arts, Music Comp, The Kennedy Center).
- There are Professional Learning Communities (PLC) for arts educators that provide professional development resources (newly created PLC for Dance instructors, Vermont Arts Teachers Association, Vermont Music Educators).

What are the challenges?

- There is no centralized system in place for arts educators to learn about professional development opportunities.
- There is a need for professional development in *both* content specific areas and general pedagogy.
- Current professional development in schools centered on the Common Core standards is perceived as offering little for arts instructors.
- Which set of standards arts instructors should be using is not clear and this limits the opportunities for meaningful development around those standards.
- Part time arts instructors (the majority) receive little professional development funding making it difficult to take advantage of existing opportunities.
- Because part time arts instructors must juggle schedules between multiple schools, attending professional development in-services or after school sessions is difficult.
- There is no arts content specialist at the Agency of Education to coordinate professional development opportunities or with whom arts instructors can collaborate.
- The arts are not viewed as part of the "literacy" discussion.

What needs to happen to move arts education in Vermont forward?

- A centralized system for alerting arts instructors about meaningful professional development needs to be established.
- Professional development centered on the Common Core needs to integrate subjects (including the arts) across the board.
- Students and student work should be utilized in professional development through the use of e-portfolios.

- More regional Professional Learning Communities should be established.
- The arts should be utilized in professional development around Project-based Learning for both arts content and non-arts content specialists.
- Secure professional development funding for part time arts instructors.
- There needs to be an arts content specialist at the Agency of Education.
- Provide additional professional development for arts educators to explore their own craft.

Prioritized group recommendations:

- 1) The arts should be utilized in professional development around Project Based Learning for both arts content and non-arts content specialists.
- 2) There needs to be an arts content specialist at the Agency of Education.
- 3) Provide additional professional development for arts educators to explore their own craft.

Inclusive Teaching in the Arts

Breakout Group Members: KM Monley, Judy Chalmer (facilitator), Stefanie Weigand, Richard Heller, Emily Collins, Gigi Weisman, Bruce Audette, Lisa Condino, Casey Bailey, Erica McLaughlin, Bailee Layn-Gordon, Reeve Lindbergh (scribe), Heather Clark Warner, Stephan Pite, Kim Desjardins, Leah Joly

What’s working?

- Many students with special needs are in art classes.
- The arts are probably one of the few opportunities for students with special needs to be fully included in the larger school community.
- Many students with special needs (specifically autistic students) blossom through the integrated use of technology.
- Participation in the arts allows many students with emotional challenges to stay in the classroom.
- Choice-based art activities encourage students to find their strengths and give them the opportunity to be more engaged.
- There has been growing recognition of the importance of the arts for students with special needs.
- Arts integration has proven successful for engaging students in other subjects (for example, math concepts introduced through art).

What are the challenges?

- Too often students with special needs are pulled from art classes for special services. This isn’t limited to students with disabilities, but in some cases anyone who needs tutoring, guidance, etc.
- Classes are too large and there is insufficient support in the classroom.

- There is not enough differentiated instruction happening in classrooms in general. As a result, students are pulled out of class.
- Para educators do not receive sufficient training; many don't know how to support arts activities and sometimes try to "complete" the project for their student.

What needs to happen to move arts education in Vermont forward?

- There needs to be professional development, training, and classes for art teachers and support staff in working with special needs students (adaptation and Universal Design for Learning).
- There should be more communication at the supervisory union level about the need for the arts.
- Art teachers should provide instruction to their non-arts colleagues about the ways in which to integrate the arts into curriculum and support students with special needs.
- Students should be encouraged to help each other and should become advocates for the arts.
- Specialists should be available to work with teachers on issues of access.
- There must be an increase in planning time so that special educators and para educators can collaborate with art content specialists.
- There should be an intentional team approach to improving student outcomes that includes special education and the arts.
- The needs of English as a Second Language students should also be remembered in this conversation.
- We need to respect student voice and let them become advocates for the arts.

Prioritized group recommendations:

- 1) There needs to be professional development, training, and classes for art teachers and support staff in working with special needs students (adaptation and Universal Design for Learning).
- 2) There must be an increase in planning time so that special educators and para educators can collaborate with art content specialists.
- 3) We need to respect student voice and encourage students to become advocates for the arts.

Funding

Breakout Groups: Sara Katz, Edie Sawitsky, Mark Sustic, Eddie Gale, Sharon Biddle, Marguerite Adelman, Paul Gambill, Greg Marino, Ed Clark, John Killacky, Karen Taylor Mitchell, Katariana Lisaius, Mollie Burke, Dianne Derby, Dick McCormack, Harry Frank, Christopher Kaufman-Ilstrup (facilitator), Susan McDowell (scribe)

What's working?

- The things community members valued are an integral part of the example models (Integrated Arts Academy, The River of Light Parade, Music Comp). Once the community is involved, it's hard to cut the budget.

- Results Based Accountability (RBA) will make a difference in funding discussions and can help funders recognize successful outcomes.

What are the challenges?

- The local community needs to be continually reminded of the arts' value. The arts are an easy area to cut in the run up to town meetings.
- Tax payer fatigue. It's not realistic to believe that the arts budget can grow.
- The largest cost in education is personnel.
- Local control creates redundant overlaps. A statewide policy for arts education is needed.
- Yearly funding can be difficult to obtain if reform efforts are the goal. There needs to be a longer commitment of grant funds.
- There are conflicting visions for the role of the arts and for the role of education itself. Are the schools meant to prepare someone for a profession or for citizenship? Many of the issues are tied to class-distinctions.
- Organizations are often so busy trying to keep the organization running that they are unprepared to take advantage of grant opportunities when they come along.
- There is a wide disparity between economic and geographic availability for the arts in Vermont.
- Grant applications can be challenging, especially if an organization or school doesn't have someone with the necessary skills.
- Advocacy at local public schools suffers when parents choose to homeschool or enroll their children in private school/lessons. These people are often passionate about the arts and have pursued other avenues for their children.
- The public doesn't understand that this isn't about the arts but about student outcomes.
- The outcomes of student access to the arts haven't been sufficiently identified.

What needs to happen to move arts education in Vermont forward?

- The discussion needs to be broadened immediately to include pre-K.
- Efforts to increase funding need to be grassroots. Funding for arts education should be a communications campaign.
- The pitch for arts education needs to be made continuously—not just in town meeting.
- Consider framing the issues “arts in education” rather than “arts education” so that the arts become fully integrated into other subjects—making the arts difficult to cut.
- Make the connections between policy and pre-K-12 pedagogy clear. Standards and best practices will articulate “this is the way we teach now” and make the case for increased funding to support an arts-integration approach.
- Build funding coalitions that are less fractured and can have a more significant impact.
- Use collaboration to overcome scale/leadership challenges that make it difficult for Vermont to take advantage of funding resources.
- Organize school data in preparation for funding opportunities that might arise at the federal level so that the state can act quickly.

- Ensure that the Agency of Education is a central partner (this means an arts content specialist that can help coordinate efforts).
- Improve collective organization management to ensure all parties are informed. A lead organization and/or a figurehead need to be clearly identified.
- Expand focus of Arts Advocacy Day to include demonstrations of arts integration’s impact on student outcomes.
- Find ways to successfully engage businesses in support of arts education.
- Encourage collaboration as an alternative to consolidation. Make funding go further by sharing resources.
- Improve data collection for outcomes measurement.

Prioritized group recommendations:

- 1) Make the connections between policy and pre-K-12 pedagogy clear. Standards and best practices will articulate “this is the way we teach now” and make the case for increasing funding to support arts integration approach.
- 2) Use collaboration to overcome scale/leadership challenges that make it difficult for Vermont to take advantage of funding resources.
- 3) Improve data collection for outcomes measurement.

Community Partnerships

Breakout group: Rosemary Leach, Holly Groschner, Christina Weakland, Pat Cushing, Rebecca Schwarz, Kim Bent, Susan Calabria, Maudelle Driskell, Angela Lannuzzi, Maggie Lisman, Melissa Steady, Victor Prussack, Deana Mallory, Karen Trenosky, Tillie Quattrone, Gowri Savoor, Alex Aldrich (scribe), Sonia Rae (facilitator)

What’s working?

- Vermont has a vibrant arts community and a number of arts organizations that are committed to foster connections to school communities.
- Artists are passionate advocates.
- There are existing in-services that while hard to access, provide an opportunity for connecting school communities with arts/cultural organizations.
- There is existing data (as evidenced by Ellen McCulloch-Lovell’s speech) that supports the importance of the arts in children’s education.

What are the challenges?

- There is a need for advocacy training and information (pamphlets, brochures, instructional materials) to help people speak to the existing data.

- Inertia: it can be difficult to convince people to change practice if they are accustomed to doing things a certain way. How do we make the case that arts integration can enhance teacher practice?
- It is difficult to crack the in-service “glass ceiling” and communicate directly with teachers and administrators.
- Establishing community partnerships takes a great deal of time and many artists and teachers lack the amount of time needed to form or maintain those relationships.
- Community partnerships must be dynamic as the needs of the schools and arts organizations change or evolve.
- There are financial challenges. Different artistic disciplines have different “price-points” and smaller rural communities face a greater challenge in providing an appropriate variety of arts experiences.
- Arts organizations need to have greater awareness about grant opportunities that could support this work.
- The business community needs to be more involved—not just underwriting, but also supporting the work through in-kind contributions (paper, art supplies, marketing and promotion).
- Target populations, potential advocates, and tools for engagement need to be clearly identified.

What should be done to move arts education in Vermont forward?

- Develop an advocacy network of trained, knowledgeable practitioners who can not only speak the language of legislatures and key influencers, but also know the best practices that will help strengthen community partnerships.
- Ensure that arts integration and community partnerships are on in-service agendas.
- Create an “idea swap” for arts education that involves both educators and arts organizations.
- Interview teachers to find out exactly what they need and develop programs that address those specific needs.
- Build an arts education advocacy toolkit for organizations, teachers, parents, and students.
- Invite principals, superintendents, and school boards to meet in community arts organizations’ facilities. Hosting is a powerful tool.
- Secure information from the Agency of Education about who teaches what and the best ways to communicate with teachers.
- Establish better pathways for sharing knowledge and information about arts integration.
- Arts organizations should listen, build trust, start small and build, and finally identify the common benefits of the relationship.

Prioritized group recommendations:

- 1) Ensure that arts integration and community partnerships are on in-service agendas.
- 2) Build an arts education advocacy toolkit for organizations, teachers, parents, and students.
- 3) Establish better pathways for sharing knowledge and information about arts integration.

Barriers to Access

Breakout group: Rebbie Carlton, Liz DeNiord, Rosina Cannizarro, Amy Cunningham, Doreen Kraft, Stacy Raphael, Art Bell, Anni Mackay, Krista Huling, Gail Kilkelly, Peter Miller, Martha Allen, Karen Taylor-Mitchell, Paul Costello (facilitator), Bill Schubart, Valerie Stuart, Diane Derby, Shannon Furnari, Patti Riley, Ellen McCulloch-Lovell, Steve Owens, Chaunce Benedict, Elijah Hawkes, Maddie Goddard, Marissa Mattogno, Ann DeMarle, Troy Hickman (scribe), Lars Torres, Navah Fried, Josh Hoffman

What is the current landscape? What are the barriers that prevent students from receiving excellent arts education?

- How the arts are currently defined and imagined in school communities is ultimately limiting.
- There is a “scarcity mentality” around budget priorities.
- The absence of an arts content specialist at the Agency of Education means that teachers and administrators do not have a source for information, resources, or support.
- Smaller schools often (but not always) lack access to the opportunities that students in larger communities have.
- “Itinerant” arts instructors, given the nature of their position, don’t have equal access to common planning time or opportunities for collaboration.
- Some school cultures don’t value the arts, as evidenced by awards ceremonies in which 90% of the awards given are for “core” subjects (math, science, English).
- The arts are viewed as supplemental—not essential.
- Scheduling that prioritizes “core” subjects limits student access.
- There is no common thread from elementary to high school arts instruction (although these silos are coming down, there is still work to do).
- The long term benefits of arts education have not been adequately communicated.
- There are inequities in professional development opportunities for public school teachers, specifically for the arts.
- Transportation (cost, distance, insurance) is a challenge for schools trying to take advantage of cultural resources in the state.

What should be done to move arts education in Vermont forward?

- Broaden our definition of the arts and arts education to include everything from folk arts to digital arts.
- Engage school boards in the conversation.
- Require all licensures to include arts integration to help prepare administrators, teachers, and community leaders.
- Advocate for an arts education content specialist at the Agency of Education.
- Explore expanding times that arts activities could be made available or incentivize student participation in arts activities outside of school hours.

- Improve professional development opportunities in arts integration for arts content teachers and non-arts content teachers.
- Make portfolios mandatory for graduation and host a statewide recognition event to honor student work.
- Communicate to the public about the career paths and opportunities available to artists (get rid of the “starving artist” model).
- Build a regional expansion of the Governor’s Institute for the Arts for upper elementary and middle school students. Make it more available for high school students.
- Make the case for arts education to policy makers through a multi-media campaign. The campaign should include rationale, metrics, and stories to demonstrate importance.
- Build connections between businesses and school board associations to demonstrate the importance of creativity and arts in business.
- Support student agency in the creation of Personalized Learning Plans and the ability for students to incorporate the arts into those plans.
- Provide greater opportunity for out-of-state professional development.
- Expand high quality out-of-classroom opportunities for students.
- Make the art that student create visible to the community and highlight the ways in which the art reflects the community.
- Create common database or website to share practices, resources, and ideas.
- Advocate for an expected/minimum arts budget based on the number of children enrolled in a school.
- Ask that a percentage of lottery funds be allocated for arts education.

Prioritized group recommendations:

- 1) Advocacy and Marketing: Make the case for arts instruction publicly.
 - The case should be made upon an expanded definition of arts education. The definition should be broad - from folk to digital arts and should respect diverse cultural views of art.
 - The case should demand increased resources for arts education.
 - The case should demand an expected Arts Budget for children in k-12.
 - The case should demand a percent of Lottery revenue for Arts Education.
 - The case should emphasize and delineate the relationship between the arts and economic possibilities, specifically highlighting career paths that are arts-related.
- 2) Address the structure that supports art education in Vermont:
 - Require programs of licensure to include instruction around arts education to help prepare administrators, teachers, and community leaders
 - Advocate for an arts education content specialist in the Agency of Education.
 - Expand Governor’s Institute through increased access or replication.
 - Create a regulatory definition of integrated arts education. The definition should differentiate between integrated arts education and add-in activities.

- Require portfolios for graduation and celebrate these portfolios by recognizing and awarding excellence.

3) Work to change the culture at the school level:

- Demand that arts education be prioritized on class schedules. Students are not able to attend arts classes or events due to scheduling conflicts with required classes. Other possibilities are to explore expanding times when arts activities could be made available (before or after school hours) or incentivize student participation in arts activities outside of school hours.
- Expand planning time and professional development opportunities for teachers.

Standards

Breakout group: Braelyn Ingolstad, Keri-Anne Lesure, Phyllis Perkins, Chris Case (facilitator/scribe), Joanna Elliot, Robin Lauzon, Tina Logan, Sandi MacLeod, Robin Perlah, Jodi Sanders, Erin Galligan-Baldwin, Judy Klima.

What are the current standards for teaching in the arts? What are the strengths and limitations of those standards?

- The Vermont Framework of Standards and Grade Expectations for the Arts are the current standards for arts instruction in Vermont.
- Came out of the Discipline-Based Art Education movement that emphasized technical knowledge and interdisciplinary connections.
- Developed by a team of Vermont educators and arts administrators.
- Published in 2004, currently widely utilized.
- Highly useful at the time as a way of framing instruction and communication, improving skill development, more consistently incorporating aesthetics and critique into PK-12 instruction.
- Professional development for standards implementation is inconsistently supported at the local-level.
- No widely-used online resources beyond the Grade Expectations documents, or regular statewide professional development opportunities.
- Emphasizes technical elements and principles as being at the core of the standards, coupled with transferable skills (i.e. reflection and critique, making connections).
- Media Arts not included as a unique art discipline, although Media Arts could be used to meet learning standards from other disciplines.
- Creative use of technology is not addressed explicitly, except in music, but teachers have room to include technology as a part of addressing learning standards.
- Unclear alignment with the 2014 Vermont Teaching Standards.
- High School standards are categorized as Proficient and Advanced.
- Pk-8 Discipline standards are divided into 2-grade level blocks, and are often repetitious, not accounting for students' developmental growth.

- The current standards aren't as explicit about current trends in education as might be desirable (related to 21st Century Skills, integration of technology, etc.), and could be updated to promote continued relevance.

What are the National Core Arts Standards (NCAS)? What are the strengths and limitations of those standards?

- The National Core Arts Standards were published in June, 2014.
- Came from a push to develop art standards that better reflected the importance of 21st Century Skills/transferrable skills (in the tradition of Common Core State Standards and Next Generation Science Standards).
- Developed over three years by a national network of thousands of educators, including K-12 practitioners, theoreticians in art education and educational psychology, district arts administrators, and higher educators.
- Standards and related resources are currently available online in a searchable and customizable format.
- Still a developing document. More resources and model assessments will be added in the future.
- National professional arts education organizations are currently asking for volunteers to implement and evaluate the standards' cornerstone assessments.
- Framed around four process headings: Creating, Performing, Responding, Connecting.
- Emphasize critical thinking, analysis and critique, while incorporating skills and technical principles.
- Include Media Arts as a dedicated arts discipline (implications for connections to Career and Technical Education programs).
- Provide scaffolding for teachers, including sample assessments and curriculum.
- Take advantage of current cognitive, social emotional, and arts education research.
- Reflect the thinking that informed CCSS, NGSS development, including promoting opportunities for critical thinking and reflection, and for the development of 21st Century Skills.
- Creative use of technology is explicitly framed across all five disciplines.
- Emphasis on the creative process as a function of critical and innovative thinking, as opposed to a pure application of technical skills.
- More directly aligns with the 2014 Vermont Teaching Standards.
- High School Standards are categorized as Proficient, Accomplished, and Advanced.
- Pk-8 Grade level bands are broken out by single grade level, with significant differences in standards from grade to grade, providing teachers with appropriate targets for learning.
- Rich standards and sample curriculum supports teachers across content areas who are looking to create integrated curricula.
- Include enduring understandings and essential questions for each anchor standard.
- Supplemental resources support differentiated instruction and inclusion for students.
- Guidance for formative and summative assessment development are included in the supplemental resources.
- Supported with ongoing national professional development efforts (webinars, conferences, electronic resources, etc.).
- Music is divided into strands (general music, harmonizing instruments, music technology, music theory-composition, traditional and emerging ensembles), reflecting current curriculum and school practice.

Prioritized group recommendations:

- 1) A statewide group representing all NCAS disciplines should advocate for the state to adopt the National Core Arts Standards.
- 2) Increase state-level support and infrastructure, including an arts content specialist at the Agency of Education, for implementation of National Core Arts Standards.
- 3) Create a professional development framework (including Agency of Education support and peer-to-peer networks) to support implementation of National Core Arts Standards.

Planning Committee

Rebecca Carlton	Vermont Art Teachers Association
Chris Case	Vermont Agency of Education
Judy Chalmer	VSA Vermont
Hal Colston	Partnership for Change
Paul Costello	Council on Rural Development
Doreen Kraft	Burlington City Arts
Zon Eastes	Vermont Arts Council
Paul Gambill	Community Engagement Lab
Sara Katz	Burlington City Arts
Marni Leikin	Vermont College of Fine Arts
Anni Mackay	BigTown Gallery
Sonia Rae	Vermont Arts Council
Stacy Raphael	Flynn Center for the Performing Arts
Bill Stetson	President's Council on Arts and Humanities
Lars Torres	Office of Creative Economy

Participants

Marguerite Adelman	VSA Vermont
Alex Aldrich	Vermont Arts Council
Martha Allen	Vermont NEA
Bruce Audette	Baird Center
Casey Bailey	Flood Brook School
Art Bell	Dreamlike Pictures
Chaunce Benedict	Bakersfield Elementary/Middle School
Kim Bent	Lost Nation Theater
Sharon Biddle	Catamount Arts
Julian Bradshaw	Essex High School
Noel Bryant	Rutland Central Supervisory Union
Mollie Burke	Vermont House of Representatives
Susan Calabria	Brattleboro Museum & Art Center
Anne Campbell	Catamount Arts
Rosina Cannizzaro	Vermont Youth Orchestra Misha
Carlson	South Burlington High School
Rebbie Carlton	Vermont Art Teachers Association
Lawrence Carnahan	Washington Northeast Supervisory Union
Chris Case	Vermont Agency of Education
Judy Chalmer	VSA Vermont
Ed Clark	Vermont Arts Council Board
Heather Clark-Warner	U32 High School
Emily Collins	Chittenden East Supervisory Union

Lisa Condino	Teaching Artist
Paul Costello	Vermont Council on Rural Development
Anne Cummings	Colchester School District
Amy Cunningham	Vermont Humanities Council
Pat Cushing	Randolph Union High School
Ann DeMarle	Champlain College Emergent Media Center
Liz DeNiord	Brattleboro Union High School
Diane Derby	Senator Leahy's Office
Kim Desjardins	Teaching Artist
Ben Doyle	Vermont Arts Council
Maudelle Driskell	The Frost Place
Joanna Elliot	Richmond Elementary and Flynn Elementary
Peter Evans	Vermont Principals' Association/UP for Learning
Ethan Felder	U32 High School
Martha Fitch	Doty Elementary School/Vermont Craft Council
Harry Frank	Vermont School Boards Association
Navah Fried	Montpelier High School
Shannon Furnari	Congressmen Welch's Office
Eddie Gale	Henderson Foundation
Erin Galligan-Baldwin	U32 High School
Paul Gambill	Community Engagement Lab
Carol Gargon	Johnson State College
Maddie Goddard	U32 High School
Betsy Greene	Champlain Elementary School

Holly Groschner	Vermont Arts Council
Elijah Hawkes	Randolph High School
Richard Heller	Brattleboro Union High School
Mary Hepburn	Vermont Academy
Troy Hickman	Vermont Arts Council
Josh Huffman	Randolph High School
Krista Huling	Vermont State Board of Education
Braelyn Ingvolstad	Brattleboro High School
Leah Joly	Williston Central School
Sara Katz	Burlington City Arts
Christopher Kaufman-Ilstrup	The Vermont Community Foundation
Gail Kilkelly	South Burlington Schools
John Killacky	Flynn Center for the Performing Arts
Judy Klima	Integrated Arts Academy
Doreen Kraft	Burlington City Arts
Angela Lannuzzi	Helen Day Arts Center
Robin Lauzon	Champlain Valley Union High School
Rosemary Leach	Contemporary Dance Studio
Owen Leavey	Stowe High School
Beth LeCours	Hardwick Elementary School
Marni Leikin	Vermont College of Fine Arts
Keri-Anne Lesure	Chittenden Central Supervisory Union
Reeve Lindbergh	Vermont Arts Council Board
Katarina Lisaius	Office of Senator Sanders

Maggie Lisman	Shelburne Museum
Tina Logan	Albert Lawton Intermediate School
Bailee Lynn-Gordon	Chittenden East Supervisory Union
Anni Mackay	BigTown Gallery
Sandi MacLeod	Music Comp
Deana Mallory	Bennington Museum
Greg Marino	Charlotte Central School
Marissa Mattogno	U32 High School
Dick McCormack	Vermont Senate Education Committee
Ellen McCulloch-Lovell	Marlboro College
Susan McDowell	Vermont Arts Council
Rebecca McGregor	Dance Teacher/ Lyndon Institute
Erica McLaughlin	Randolph Elementary School
Peter Miller	Rutland Intermediate School
MK Monley	Thatcher Brook Primary School
Casey Murrow	Southeast Learning Collaborative
Steve Owens	Calais/Sharon Elementary Schools
Phyllis Perkins	Essex-Caledonia Supervisory Union
Robin Perlah	Champlain College/Center for Technology Essex
Stephen Pite	Vermont College of Fine Arts
Victor Prussack	Burlington School District
Tillie Quattrone	U32 High School
Sonia Rae	Vermont Arts Council
Jay Ramsey	Agency of Education

Stacy Raphael	Flynn Center for the Performing Arts
Nancy Reid	Agency of Education
Patti Riley	University of Vermont
Jodi Sanders	Hardwick Elementary School
Gowri Savoor	Teaching Artist
Eddie Sawitsky	Vermont Arts Council
Bill Schubart	Vermont College of Fine Arts
Rebecca Schwarz	Art from the Heart
Jonathan Silverman	Saint Michael's College
Melissa Steady	Burlington City Arts
Valerie Stuart	Vermont House Education Committee
Mark Sustic	The Permanent Fund
Karen Taylor-Mitchell	Governor's Institute of Vermont
Lars Torres	Office of Creative Economy
Karen Trenosky	Brattleboro Union High School
Christina Weakland	Flynn Center for the Performing Arts
Stefanie Weigand	Harwood Union Middle/High School
Connie Wilcox	Black River Middle/High School

Appendix A

[*Eloquent Evidence: Envisioning Arts Education in Vermont,*](#)

Ellen McCulloch-Lovell, President, Marlboro College

Appendix B

[Video: Envisioning Arts Education in Vermont, ORCA Media](#)

Alex Aldrich begins speaking at 0:00

Ellen Lovell begins speaking at 6:30

Rebecca Holcombe begins speaking at 35:50

Ben Doyle begins speaking at 52:35

Examples of Excellence in Arts Education

Integrated Arts Academy 69:52

Music Comp 90:39

River of Light Parade 106:43

Envisioning Arts Education in Vermont



Community Forums

Introduction

In the fall and winter of 2014-15, Vermont Arts Council, continuing the work and conversation that began at the Envisioning Arts Education Summit, convened a series of statewide hearings about the future of arts education in Vermont. The Council heard from teachers, parents, community leaders, and school administrators at five different community forums held in Bennington, Dummerston, St. Johnsbury, Randolph, and Burlington. While each community had its own specific concerns and suggestions for increasing access to excellent arts education, most of the issues and recommendations we heard were common ones. Forum participants shared their knowledge and opinions to answer three questions: 1) What's working in arts education in Vermont? 2) What are the challenges for ensuring student access to excellent arts education? And 3) What needs to happen to move arts education in Vermont forward? Participants then voted to determine priorities. This document contains an analysis of the community forums, with identified priorities as well as a raw record of the conversation.

The Vermont Arts Council would like to thank the following partners for their help in making the community forums possible:

Casey Murrow, Vermont Learning Collaborative, Dummerston

Judy Klima, Integrated Arts Academy, Burlington

Victor Prussack, Integrated Arts Academy, Burlington

Kurt Thoma, Chandler Center for the Arts, Randolph

Anne Campbell, Catamount Arts, St. Johnsbury

Sharon Biddle, Catamount Arts, St. Johnsbury

Rebbie Carleton, Vermont Art Teachers Association

Matthew Perry, Vermont Arts Exchange, N. Bennington

Integrated Arts Academy, Burlington, November 19, 2015

Forum participants: Nathan Suter, Heather Bryce, Paul Gambill, Kim Desjardins, Betsy Nolan, Bonnie Acker, Joanna Elliot, Bobby Riley, Stacy Raphael, Maggie Conant, Ada Leaphart, Judy Klima, Judy Chalmer, Victor Prussack, MK Monley

What's working?

- We are at a change moment in arts education in Vermont and in education writ large.
- Art education is in a position to lead, but only if we work together.
- There are great things happening in arts education (both in and out of schools).
- Kids thrive in the arts—they *choose* to be involved.
- There is a collaborative spirit in arts education (it creates community partnerships).
- Schools seem to be open to the idea of arts integration (the practice used at IAA).
- Arts integration is becoming more and more a part of teacher training/education at the college level.
- Art teachers employing an integration model learn more about the goals/challenges/content of other non-arts instructors.

What are the challenges?

- While statute for access to arts education exists (Education Quality Standards), practical application reveals large gaps in equity.
- There is a lack of leadership on this issue from the Agency of Education. There is no arts content specialist.
- Some students (particularly new Americans and students with special needs) are denied access; students are often pulled from arts classes to focus on other content areas.
- Some administrators don't fully understand the neurological benefits of arts instruction.
- A lack of depth in arts experiences can leave non-arts teachers feeling stretched in arts integration situations.
- Younger students often lack basic foundational skills (paper cutting, coloring, etc.)
- Scheduling challenges often prevent students from receiving sustained instruction in the arts.
- At times, students have no advocate; schedules and life circumstances can change quickly making vulnerable the positive benefits of the arts for students.
- Many non-arts content specialists have little exposure to the arts.
- Not all teachers or schools are interested in arts integration.
- There needs to be a balance between arts instruction and depth. Often an arts room is a safe space for students—that should not be sacrificed.

What needs to be done to move arts education in Vermont forward?

- People need to believe in the efficacy of arts education—a recasting of how we think/talk about arts education may be required.

- Schools should provide arts experiences for adults (teachers/staff not directly involved in arts instruction).
- There should be greater clarity about what arts integration is (the Kennedy Center definition is the one used by IAA).
- The conversation of arts integration vs. arts specific should be a “both/and conversation”—we should not fall prey to a false dichotomy.
- Arts instruction should focus on “creation.” That’s something all educators can support.
- Arts education should be articulated as a value for a school.
- There should be a network/exchange for sharing arts related resources.
- Advocates should learn to use language that is not arts specific when communicating with policy makers/education leaders.
- “Seat time” as well as qualitative indicators should be measured to see what access to arts education currently looks like.
- A “report card” for schools should be developed to illustrate their capacity for delivering arts education.
- Policy makers who are advocates for the arts should be recognized and celebrated.
- Arts education should be viewed as a social justice (i.e. equity) issue.
- There should be visual/video representation of what great arts education/integration looks like.
- There should be a focus on increasing time allocated for arts instruction.
- The arts in a community (not just the school) should be celebrated.
- There should be a coordinated effort (calls/letters) to encourage the Agency of Education to hire an arts content specialist.
- Arts educators should increase their capacity to assess and document student achievement.
- Advocacy efforts should be built around student voice. Let them speak to why the arts are important (think Governor’s Institute).
- Use social media for advocacy efforts (Front Porch Forum in particular).

Priorities:

- 1) Through a coordinated effort, encourage the Agency of Education to employ an arts content specialist.
- 2) Give students a voice in arts education advocacy efforts.
- 3) Support arts integration efforts to enhance student learning.

Catamount Arts, St. Johnsbury, November 20

Forum Participants: Laura Ceraso, Lian Brehm, Sharon Biddle, Eileen Rossetti, Judy Kurtz, Bob Swartz, Reeve Lindbergh, Allyson Howell, Nolly Tobin, Anne Campbell, Carol Woodard, Mimi Smyth, Julie Clements, Rick Agran

What’s working?

- The Concord schools district is very supportive of the arts. Music in particular has been integrated into the school day and has improved school culture.
- One school has already begun using the National Core Arts Standards.
- North Country High School is doing some great things in the arts and has an Arts Academy.
- We know the research: access to the arts improves learning.
- Art teachers, because they teach multiple grades, often see the same students over the course of years and have the opportunity to really form connections with students.
- The arts help students positively address the stress/trauma that so many of them are feeling.
- There is a greater awareness of STEAM vs. STEM.

What are the challenges?

- Arts learning and opportunities for the arts vary from town to town and even within a single district.
- Kids want more arts, but opportunities are continually marginalized by other priorities and the limitations of the schedule.
- Scheduling is the decider.
- Schools' focus on implementing the Common-Core has overshadowed everything else.
- There is little support (or opportunity) for professional development opportunities in the arts.
- Art teachers don't get enough time with students. Realistically, many see their students once a week, equaling about a month of regular instruction time over the course of year. In other words, it takes years for them to receive the same amount of instructional time in the arts as they receive in other subjects.
- Administrators often say they are supportive of the arts, but rarely do those words translate into action.
- Advocacy efforts seem limited to "town meeting time."
- Art time is often the time used to pull students with special needs out of the classroom for additional help.
- Rural communities in the Northeast Kingdom don't have the same arts resources as Burlington.

What should happen to move arts education in Vermont forward?

- An arts content specialist at the Agency of Education should advocate for the arts and promote models of effective instruction.
- There needs to be continuous advocacy at various levels to support arts learning—not just at town meeting.
- We need to get better at assessment—it's vital for telling the story of why the arts matter.
- Administrators need to be educated about the importance of the arts.
- The Common Core should be viewed as an opportunity for collaboration.
- More effective methods of sharing best practices around arts instruction (perhaps online) need to be developed.

- There should be a greater focus on arts integration and inter-disciplinary learning (if you can't fit all of the subjects into one day you aren't doing it right).
- "Non-arts folks" should be engaged in the conversation about arts education.
- Local papers should be encouraged to cover arts education activities.
- A series of student-focused videos about arts education should be developed.
- Arts advocates should be present at meetings and seek avenues for increasing public awareness.
- Resurrect the Vermont Alliance for Arts Education to help advocate for the arts.
- How advocates talk about arts education should change: it's a creative economy/workforce development issue.
- Presentations should be given to administrators on the value of arts education.
- Every art teacher in Vermont should write to the Secretary of Education Rebecca Holcombe asking for help.
- Establish regional integrated arts academies.
- Parents should be given the tools to advocate for more arts education.

Priorities:

- 1) Develop effective advocacy tools and systems to increase access to arts education.
- 2) Employ an arts content specialist at the Agency of Education.
- 3) Encourage arts integration so that the arts and other content areas become mutually supportive.

Bennington Fire Station, Bennington, February 5, 2015

Forum participants: Ceil Petrucelli, Barbara Roan, Tom Momberg, Holly Pelczynslci, Judy Kniffin, Bruce Lierman, Matt Steckler, Darryl Kniffen, Greg Van Houten, Edie Sawitsky, John Shannahan, Donald Campbell, Eric Peterson, Anabel Pernz, Susan Green, Tim Payne, Tony Eprice, Robert Wolterstouff

What's working?

- Arts education is valued in part because the arts are a driver of the local economy and are represented in the Bennington Town Plan.
- The arts are a viable career path (this needs to be communicated more).
- The arts, along with sports, often keep kids in school and engaged in the community.
- The arts can be used to successfully teach other subjects (arts integration works).
- Students with various learning styles respond to and are engaged by the arts.
- Arts-related school to work programs have proved successful (i.e. students respond).
- At the middle school level, the arts provide an opportunity for students to connect with one another and an arts instructor who can track their development over multiple years.
- Bennington has strong afterschool programs funded through 21st Century Grants.

- A number of non-profits work with schools and want to expand their efforts (Vermont Arts Exchange, Old Castle Theater, Bennington Museum, etc.).
- Art classes can lead to a professional track for students (design, STEAM, arts administration).
- Music classes foster a lifelong appreciation/participation.
- The arts teach skills and as a result support proficiency-based learning initiatives.
- Graduated students can serve as strong resources and advocates for arts education that current students may relate to.
- There are parent groups in the area that support the arts.

What are the challenges?

- Vermont has many school districts. It is difficult to coordinate efforts and resources.
- The high rate of turnover in administrative positions makes it difficult for efforts and vision to be maintained.
- There are few safe public spaces downtown for students to congregate where arts related activities could take place.
- Schools are writing grants individually, but there are incentives to collaborate.
- Enrollment in arts classes sometimes exceeds capacity (a 1.5 FTE status is done by a person in 1 FTE status position). The art teacher in Arlington, for example, sees 360 students a week.
- Technology-related subjects have co-opted the idea of the creative economy.
- Not all students have equitable access to arts education.
- Time restraints for teachers limit flexibility and capacity to collaborate.
- Professional development opportunities have been limited since the dissolution of the Vermont Alliance for Arts Education.
- Art teachers are often required to self-advocate for a seat at the table.
- Most resources (grants, professional development, conferences) are in the central/northern part of the state.

What needs to happen to move arts education in Vermont forward?

- There needs to be a clear mission behind arts instruction. It should be visible (highlights assets, talents, and projects) and relevant (recognize some students want to learn guitar—not just clarinet).
- Opportunities should be developed for community buy in around arts school programming.
- There should be more opportunities for volunteers to work with underserved students downtown.
- Encourage scholarship programs that connect music students with professional musicians or those already on the path to a career in music.
- The arts are a form of literacy and should be acknowledged as valuable.
- Non-arts content specialists should learn more about arts integration.
- There needs to be a stronger effort to communicate the importance of arts education to the larger community.

- Lifelong learning in the arts should be encouraged, including intergenerational opportunities for community members.
- Advocacy efforts should include attempts to engage non-arts specialists.
- Partnerships between schools and nonprofits should be fostered to create more opportunity in the arts for students.
- Administrators and community members need to learn more about the connections between the Common Core Standards and arts learning.
- Teachers should attend school board meetings to inform board members and public about the importance of arts learning (words are important in the effort: active/now/creative vs. the arts cannon).
- Arts education in Vermont should have strong web/social media presence for greater visibility.
- Schools should be incentivized to collaborate on multi-community events.
- Arts teachers should connect with local papers to ensure their programs are viable.
- Ensure that there are more professional development opportunities for art teachers in the southern half of the state.
- Create connections between arts instruction and community makerspaces.
- Coordinate energies/efforts. Create a culture of sharing among teachers.
- Provide opportunities for parents to make art with students.

Priorities:

- 1) Partnerships between schools and nonprofits should be fostered to create more opportunity in the arts for students.
- 2) Administrators and community members need to learn more about the connections between the Common Core Standards and arts learning.
- 3) Create connections between arts instruction and community maker spaces.

Vermont Learning Collaborative, Dummerston, January 28

Forum Participants: Cliff Weyer, Christine Cohen, Janelle Beard, Michelle Banning, Ginny Rockwood, Joyce Vining Morgan, Brian Moran, Annie Landenberger, John Dimick, Mark Truhan, Melanie Levine-Kinne, Shana Frank, Mary Lou Massucco, Michael Moyse, Frannie Marbury, Stephen Stearns, Andy Davis, Linda Whelihan

What's working?

- There is a greater awareness of STEAM (Science, Technology, Engineering, Arts, and Math).
- There is more demand for a “maker mentality.” This reflects an opportunity to connect with industry/business.
- There is a lot of talk about fostering creativity in schools setting us apart from other countries.

- Art teachers at a local school (Brattleboro Area Middle) feel supported. There is a diversity of programming.
- Art teacher at another local school (Bellows Falls) also feels supported by the community.
- Music teacher (Brattleboro and Dover) feel supported by community.

What are the challenges?

- By necessity, art teachers are required to be advocates for their programs during budget season. This has increased during the last 10 years.
- Art teachers often need to push to participate in school-wide discussions (their POV is sometimes seen as less important than others).
- The arts are subject to political and economic issues and as a result are often undervalued.
- There need to be more bridges between schools and community partners. There are too many existing resources that are underutilized.
- Southern Vermont is not as connected as other parts of the state—we need to advocate for ourselves.
- Too many students (teachers often see more than 300 students per week).
- A disconnect between the value of the arts and decisions around funding. If the arts are a part of a complete education then how can they be cut?
- Art classes are often scheduled during planning time for teachers, limiting opportunities for collaboration and flexibility.
- We need a larger pool of advocates to support arts education.
- Artist residencies used to play a much larger role in arts education in Vermont.
- There isn't sufficient planning time for arts educators.
- There is a lack of professional development opportunities for arts educators.

What should happen to move arts education in Vermont forward?

- The arts magnet school model (like IAA in Burlington) should be expanded in Vermont.
- There needs to be an advocacy effort that reaches the school culture and climate changers.
- There should be more opportunities for peer-to-peer sharing around arts resources.
- Supervisory unions/districts should identify and designate a point person (administrator) for arts education.
- Form arts committees in a school/community.
- Create an advocacy tool kit that could be shared and housed on the Vermont Arts Council website.
- There should be more consistency in offerings/reportage.
- There should be a public relations campaign about the important of arts education and the whole child approach.
- Find ways to clearly articulate the connection between the arts and creativity.
- Take advantage of Personalized Learning Plan initiative to increase role of arts education.

- Empower parents to speak about the importance of the arts (not just in times of budgetary crisis).
- Focus on and promote arts integration programs.
- Include student work in community arts shows (i.e. Brattleboro Art Walk).
- Make sure that arts teachers are a part of early education planning for children.
- Increase opportunities for professional development for art teachers and non-arts content specialists.

Priorities:

- 1) Empower parents to speak about the importance of the arts (not just in times of budgetary crisis).
- 2) Focus on and promote arts integration programs.
- 3) There should be more consistency in course offerings and assesment. Verify that all students have access to arts education through consistng reporting.

Chandler Center for the Arts, Randolph, February 5

Forum participants: Janet Cathey, Marie Herow, Eric Howard, Becky Wright, Tina Logan, Rebbie Carleton, Beth Lecours

What's working?

- There are many teachers in the area who feel supported (dedicated spaces, planning time, reasonable budgets).
- Further cuts in arts instruction would lead to an untenable loss in planning time for non-arts content instructors.
- Along with sports, art and music are often the most positively remembered subjects for graduates. People have good memories of their arts experiences.
- Art teachers see every student (although that can also be overwhelming).
- Some schools (for example Hardwick Elementary) are beginning to employ an arts integration model with positive effect.
- Arts classes pull kids to school (both in enrollment and attendance).
- The Integrated Arts Academy in Burlington is having an influence on other arts programs in Vermont.
- There is growing awareness of creative education models (for example Finland's).
- With an increased interest in the teaching of creativity, arts education has a unique and valued role to play.
- There are a variety of free resources available to arts teachers through arts suppliers (Crayola, for example).

What are the challenges?

- Demanding core schedules diminish elective capabilities.
- Music and arts are often “pitted against one another” and need to compete for time/students.
- Students with special needs are often pulled out of art classes for additional support.
- Some schools meet their arts requirements by providing art twice a week for a half year as opposed to once a week for a full year.

What needs to happen to move arts education in Vermont forward?

- There needs to be a network of arts educators that can advocate for arts education and share resources.
- There needs to be an advocacy plan in place.
- Supervisory unions should collaborate to provide relevant professional development in the arts.
- Vermont should adopt the National Core Arts Standards.
- There should be more professional development around the Proficiency Based Graduation standards in the arts.
- School administrators should be encouraged to participate in hands on arts projects.
- Art teachers should engage more with other content specialists on arts integration efforts.
- Principals and superintendents should be given presentations on the value of the arts.

Priorities:

- 1) Create a network of arts educators that can advocate for arts education and share resources.
- 2) The Agency of Education should employ an arts content specialist.
- 3) Principals and superintendents should be given presentations on the value of the arts.
- 4) Vermont should adopt the National Core Arts Standards.