

Teaching the Arts Initiative  
Center for Community Arts and Cultural Policy

Under the direction of Dr. Lori Hager, this initiative builds on and expands existing programs and services in arts professional development for arts educators, teaching artists, and administrators. This initiative recognizes major national trends striving to increase the basic competency level of out-of-school time staff and teaching artists in programs that link schools, universities, and arts organizations in providing quality arts experiences for the nation's youth.

Building on the history of the Arts Administration Program in Arts Education, and in partnership with Lane Arts Council and Lane Community College<sup>1</sup>, this initiative strives to offer workshops and a certificate series that will offer a range of services to three sectors:

1. Pre-service teachers, artists, and administrators
2. In-Service arts educators and teaching artists
3. Arts Education, Administrative, and recreation leadership

I. "Artists as Entrepreneur Series" - For-credit courses for UO students who are enrolled in Arts (and other) majors and want to continue to create and produce their art, but also want to earn a living. Courses will be offered in:

The Business of the Arts  
Teaching the Arts Curriculum  
Teaching the Arts Methodology  
Service Learning/Practicum

II. 2-year certificate series, similar to the very successful AAD Event Management Certificate program, and one-day professional development workshops and multi-day workshop series. Course topics will include:

Arts teaching methodologies  
Curriculum Development (by discipline areas)  
Arts teaching practicum  
Program evaluation and accountability  
Education Program administration  
Teaching special needs students  
Community Partnership Development

Toward this end, planning and partnerships are in process. The three-year plan is as follows:

|                                 |   |
|---------------------------------|---|
| Year 1 (2006-2007) <sup>2</sup> | Partnership meetings and planning<br>Applied Research in Teaching the Arts, begin Winter 07<br>Partnership Development                                      |
| Year 2 (2007-2008)              | Workshop series begin, Fall 07<br>Program Evaluation<br>Fall, Winter Roundtables<br>Spring Youth Arts Summit (80 participants)                              |
| Year 3 (2008-2009)              | Certificate series begun<br>Workshops continue<br>Program Evaluation continues<br>Research sites identified for longitudinal studies and course development |
| Year 4 (2009-2010)              | Pilot program and evaluation begins in Portland   |

<sup>1</sup> Partnership potential will also be explored with UO Continuing Education

<sup>2</sup> See Appendix A for more detail

Funding Strategy<sup>3</sup>  
Year One-Year Two (2007-2009)

### Research

National Endowment for the Arts (with LAC)

Proposed the development of a Master Teaching Institute with a rigorous program evaluation, which would link with applied research project.

New Faculty Award 4500 (Summer 07)

Applied Research Project (see Appendix A)

Paul Allen (TBD)<sup>4</sup>

Narrative abstract, see Appendix D

Center for Arts Policy TBD<sup>5</sup>

### Curriculum: Workshops and courses

|                                | Amount                      | Source   |
|--------------------------------|-----------------------------|--|
| Master Teaching Artist Program | TBD                         | NEA/LAC, LCC   |
| Program Evaluation             | 15,000                      | NEA/LAC, LCC   |
| UO Courses                     | 15,000 per year (3 courses) | CCACP  |
| Workshops                      | 4500 (3 per year)           | CCACP/UO Cont Ed   |
| Administrative                 | 9000                        |  |
| Roundtables                    | 10,800                      | CCACP/OAC  |
| Research                       | 4500 <sup>6</sup>           | Paul Allen, UO Summer<br>Research Award, CAP, other<br>TBD |

<sup>3</sup> See Appendix C for possible external funding sources

<sup>4</sup> Dollar amount for the ask to Paul Allen not yet determined as of 2/10/07. See Appendix D for narrative abstract

<sup>5</sup> Working with LCC and the Center for Arts Policy to advocate for Eugene as a site for the national study on teaching artists. If selected, the CAP and LCC will do fundraising for their portion of the partnership. This is still in the development phase, as of 2/10/07

<sup>6</sup> This is the amount secured as of 2/10/07. Paul Allen and NEA TBD.

## Appendix A

*Center for Community Arts and Cultural Policy*  
Community Arts Initiatives  
Dr. Lori Hager, Associate Director for Community Arts  
Program Proposal for Paul Allen Development

I. Teaching in the Arts Initiative- This initiative recognizes the critical importance of training artists to work and teach in community and school settings, and to prepare future arts for community and civic engagement. National research agendas that focus on improving the preparation and professional development of teaching artists and community artists are increasing, with support from Foundations and national research centers. Statistics show that 90% of artists can expect to teach during their careers, and that only 5% are trained to do so. Additionally, community youth organizations are only going to be able to fill 40% of the need in the next years. Recent community arts programs, intensively supported by multi-year foundation and federal initiatives, are focusing on the arts and civic engagement through teaching excellence programs and community arts partnerships. The Oregon Arts Commission invested two years in the support of youth arts summits to investigate the needs and services of local communities relative to the arts and youth in community and school settings. This initiative addresses the critical lack of preparation for teaching artists in the state of Oregon, and the critical need to prepare artists as entrepreneurs, through preparing them as creative and performing artists, teaching artists, and arts leaders.

A. Teaching the Arts in Eugene, an applied research project

The purpose of this research is to establish baseline information about who delivers the arts, and types of arts programs offered to youth in Eugene, with a focus on arts delivery; that is, who teaches the arts, what they teach, and how they are being prepared to teach. The goals of the research are to establish a research model for other such assessments in the state, and to establish a needs assessment for the development of a professional credential for Teaching Artists. This research initiative is in line with state and national efforts underway to assess the field.

B. Teaching the Arts courses with practicum placement - Beginning with Fall 2007, an intensive multi-disciplinary course sequence in arts pedagogy will be offered. Focus will be on curriculum development, pedagogy, and working within school and community settings. Practicum placements will be available for Winter and Spring quarters through the Arts and Administration Program. This sequence is designed to pilot interest across campus and in the community for a Teaching the Arts certificate/concentration that would be offered in both the Eugene and Portland campuses.

## Appendix B

### Center for Community Arts and Cultural Policy Community Arts area programs and research

#### Initiative: Teaching the Arts

##### Youtharts Roundtables/Summit

Increasingly, teaching standards are becoming part of the national arts education dialogue, and Oregon cannot afford to be left behind. The Federal Department of Education, the Arts Education Partnership, and foundations like Wallace and Kellogg are supporting major initiatives to improve teacher quality, and this includes teachers in the arts.

CCACP proposes to institute a series of arts education roundtables during 2007-2008 to work toward the following objectives:

1. To institute a Professional Development Program in community arts learning to train teaching artists, arts specialists, and fine arts students to offer substantive and sequential arts education based on the state arts standards.
2. To develop a two-year certification program and workshop series within the arts administration program to train young artists and teachers to offer quality arts education in schools and community settings.
3. To work with state Arts Education leaders to draft a state arts education policy statement that would guide funders, policy makers, researchers, and educators to better manage the limited resources for arts education and to ensure that future generations of young Oregonians have access to exceptional arts education.

The results of the roundtables will directly affect the young people, parents, students, and adults of Oregon, beginning in Lane County. Working in conjunction with state arts education policy-makers, the Professional Development Program will increase the ability of the University and its partners to respond to the need for trained professionals in the arts. Students in the classes will do practicums and projects in the schools, enhancing the schools ability to provide qualified arts instruction, and the students with essential pre-service experience. Professional workshops will offer short sessions for professional arts administrators for improving their organization's ability to offer quality education programming to surrounding rural areas and local schools.

The primary objective of the program is to ensure that Oregon's children and families will continue to benefit from all that the arts offer. During these times of state budget cuts to the arts, the arts education community must collaborate with other community agencies and plan together for the future of the state arts education.

CCACP will work with partners to identify key arts education leadership. Beginning with a small group in Lane County, the plan is to expand partnerships with key leaders as procedures and structures are put into place. It is anticipated that the university can participate in providing a strong structure out of which research, policy, and local programming will mutually reinforce the larger goal of working toward strengthening the arts for young people in this state.

## Appendix B

|   |               |              |
|---|---------------|--------------|
| Roundtable/Summit   | 10,000        |              |
| 15 participants   | \$50 ea (750) | Roundtable 1 |
| 30 participants   | 50 (1500)     | Roundtable 2 |
| 50 participants   | 100 (5000)    | Summit       |
| Supplies and Services<br>(mailings, marketing,<br>preliminary program<br>materials, surveys,<br>copies) | 500           |              |
| Refreshments  | 250           |              |
| Meals (Summit)  | 3000          |              |
| Administrative  | 3700          | (In-Kind)    |
| Services  | 500           | (In-Kind)    |
| Facilities  | 500           | (In-Kind)    |
| Total Project budget  | 10,800        |              |

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## Appendix C

Possible External Funding Sources  
Center for Community Arts and Cultural Policy  
Community Arts Initiatives

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### Teaching the Arts Initiative

Three primary funding avenues are currently in process:

- AAA/UO Development Offices – Paul Allen
- In partnership with Lane Arts council – NEA
- And a joint effort with Lane Community college and the Center for Arts Policy in Chicago – Foundation TBD

Other possible Source:

All have an emphasis on partnership development and program sustainability, research-informed practice, and have a tradition of funding research-based program and policy development in the arts, youth, and the community. Funding will be sought in the following key areas:

- Out of School time research and program development
- Professional Development in the Arts
- Research in professional preparation for arts teaching and administration

#### Wallace Foundation

Numerous programs in out-of-school time research and development, ventures in leadership of professional development, as well as community arts in higher education.

#### Annenberg Foundation

The Annenberg Foundation focuses on four major program areas: education and youth, arts and culture, community and civic, and health. They have funded substantial programs in professional leadership and research in program improvement for in-school and out-of-school time arts projects.

#### U.S. Department of Education

Professional Development for Arts Educators  
21<sup>st</sup> Century Community Learning Centers (out of school time programming and research)

#### John F. Kennedy Center

Partners in Education Initiatives

## Appendix C

Assists arts and cultural organizations throughout the nation develop and/or expand educational partnerships with their local school systems. The purpose of the partnerships is the establishment or expansion of professional development programs in the arts for all teachers.

### Dana Foundation

#### Professional Development in the Arts

The Dana Foundation has extended its longtime interest in education to support innovative professional development programs leading to improved teaching of the performing arts in public schools. They are interested primarily in training for in-school arts specialists and professional artists who teach in the schools.

### National Endowment for the Arts

Summer Institutes Initiatives for connecting arts teachers and scholars

### Charlotte Martin Foundation (Pacific NW)

Arts and Youth

Teacher Development

## **EPortfolios**

2007-2008

UO Educational Technology Grant                      \$30,000

Anticipate receiving third installment of the three-year funding for the pilot project time period.

U.S. Department of education fund for Improvement of Post-Secondary Education (FIPSE)                      \$250,000<sup>1</sup>

In conjunction with the College of education Center for Advanced Technology in Education.

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<sup>1</sup> ePortfolio will be a portion of the larger budget. I anticipate that it will fund the project at a slightly higher level than the 3 previous years, to reflect a project director position, which may be joined with another administrative position.

## Appendix D

*Teaching the Arts and Community Engagement: A Center for Community Arts and Cultural Policy research and programs initiative.  
Paul Allen Project Proposal*

Increasingly artists and teaching artists are replacing the arts education specialists in K-12 schools and school districts across the country. State arts councils and state arts education agencies provide training for in-service teachers in arts integration curriculum, however they seldom focus on professional development and training for the professional artists and teaching artists--who are increasingly the service providers for the arts in the schools. Few training programs for *artists as teachers* exist, despite recent research demonstrating the importance of preparing teaching artists to work in schools and community settings.

Important national training and research initiatives are underway to map the state of the field, to document the conditions under which artists are delivering the arts to youth, and to assess training and preparation needs. For instance the Center for Arts Partnerships in Education (CAPE) published research analyzing the teaching field; the New York Foundation for the Arts instituted a teaching artist survey to document the field; and the Center for Arts Policy is embarking on a national study of teaching artists.

The Oregon Arts Commission released a white paper that addresses the need for assessment of arts education in Oregon and comprehensive policy and resource development. Lane Community College has established an arts education consortium in response to Gates Foundation Oregon Small Schools Initiative and the need to train teachers to address multidisciplinary arts integrated curriculum. There exists no comprehensive effort in Oregon that addresses the training for artists and teachers who are delivering the arts.

The Center for Community Arts and Cultural Policy (CCACP) at the University of Oregon is in a unique position to address this need. CCACP proposes to partner with the Paul Allen Foundation to address the state of arts education in Oregon through a major teaching artist research initiative--aligned with the national study--and the development of a pilot program in professional development for teaching the arts.

### The Research:

The purpose of this research is to establish baseline information about who delivers the arts, and types of arts programs offered to youth in Eugene, with a focus on arts delivery; that is, who teaches the arts, what they teach, and how they are being prepared to teach. The goals of the research are to establish a research model for other such assessments in the state, and to establish a needs assessment for the development of a professional credential for Teaching Artists. This research initiative is in line with state and national efforts underway to assess the field.



## Appendix D

### The Program:

CCACP proposes to develop a Master Teaching Artist Institute, which builds on established local efforts through the JSMA, LAC, OAC, and is modeled on the very successful Arizona Commission on the Arts Teaching Artists Institute (ATI). Students, in-service and pre-service teachers, and arts professionals will be offered courses and workshops in developing and teaching multidisciplinary arts-integrated and standards-based curriculum. Expert teaching artists will deliver methods courses, and students will be placed in practicums in schools and community settings for supervised teaching experiences. For example, ArtsBridge scholars will be provided a methods course on arts pedagogy and integrated arts-curriculum and assessment prior to their placement in schools; teaching artists work with the Oregon Bach Festival to develop pre-performance study guides and workshops.

### Benefits:

The development of a cadre of master teaching artists will significantly increase the ability of local arts organizations, community centers, and schools to deliver excellence in arts education. Master Teaching Artists will be available to respond to rural community needs around the state in arts delivery. Documentation and assessment, and a research-based program responsive to local needs, will help to ensure that the arts have a place in the lives of Oregon youth. With the further development of the UO Portland Center, the potential for CCACP to partner with other state organizations increases significantly, benefiting the youth of Oregon, communities, and schools.