2021/2022 Carnegie Arts Partnership Proposal

In 2021/2022, The Carnegie will continue to partner with 6th District Elementary, 9th District Elementary, Glenn O Swing Elementary, John G Carlisle Elementary, and Latonia Elementary, by designing and instructing visual and performing arts programming per the National Core Arts Standards. Carnegie teaching artists will be assigned to schools for 8 to 10-week periods of time. This schedule will provide Carnegie teaching artists time to develop deeper relationships with students, collaboration with classroom teachers, and positive school culture through the arts. Along with exploring the arts standards and providing opportunities for creative decision making, this partnership will continue to assist students and classroom teachers with positive behavior management strategies through communication, teamwork, and engagement in learning.

In 2021/2022, The Carnegie would like to implement a couple changes to tailor programming to the individual needs of each school. These changes include:

- **Individual planning meetings** with leadership from each school to help determine specific goals and needs. Shifts in programming and implementation might include:
    - Arts integration lessons in collaboration with grade level teachers, engaging students in SEL or non-arts content through the arts
    - Highlighting student work through culminating events, performances or exhibitions for the community
    - Possibilities for Carnegie teaching artists to co-teach with different classroom teachers, like specials teachers (Media, Library, Arts, Physical Education, Computer) or grade level teachers
    - Extension art days assisting classroom teachers with one day projects or arts strategies, like Friday Arts Days
    - Establishing planning times for Carnegie teaching artists and classroom teachers to collaborate and prepare
- In the case that **Virtual Learning** is needed again, The Carnegie will collaborate to engage students in creative decision making from home through the platform that is chosen by the Covington Independent Schools. Virtual learning may include:
    - Instructional videos and worksheets
    - Opportunities to share student work and provide feedback (Flipgrid, online responses, Google Meet, etc.)

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- o Online classes and discussions
- o Arts packets or supply bundles

Along with curriculum and planning, The Carnegie will continue to be an active member of the CIPS Arts and Humanities Team by:

- Attending meetings and leading activities/strategies in the arts with a focus on Social Emotional Learning and positive behavior management
- Facilitating resource sharing
- Sharing and discussing formative and summative assessment plans in the arts
- Providing professional development opportunities in the arts

Programming Options:

Option 1 – Year-Round Programming (Preferred Option):

The Carnegie will provide **3 (10 session)** cycles for 30 weeks of project-based, arts instruction per school. Along with the 3 cycles of programming in differing art forms, each school will choose how to best use their remaining weeks (approximately 2 weeks per class) which will be established during the early planning meeting with school leadership. This extra time will provide more time to focus on specific school goals, like culminating events, arts integration, one day projects/strategies, and more. Virtual programming will be assessed and delivered as needed.

This option will provide approximately 32 weeks of arts instruction in each elementary school, earning top points (3) for Rich Curriculum in Visual and Performing Arts in Kentucky Accountability System Overview. Each cycle will include project-based, arts lessons focusing on creating, performing/producing, responding, and connecting in **3 of the following art forms:** Visual Arts, Drama, Dance, Music, and Media Arts.

Approximately **3065** hours delivered by Carnegie Teaching Artists,
- plus, training, professional development, research, prep and planning time, classroom teacher assistance, meetings, and Carnegie Education Director support

Total Program Cost will not exceed: **$131,000** for the 2021/2022 school year.

Option 2 – Half In-person & Half Virtual Programming

The Carnegie will provide a mixture of in-person and virtual programming for the full year. In-person weeks will include **2 (8 session)** cycles for 16 weeks of project-based, arts instruction per school. Each cycle will include arts lessons focusing on creating, performing/producing, responding, and connecting in **2 of the following art forms**: Visual Arts, Drama, Dance, Music, and Media Arts.

Virtual programming weeks will include a lesson per week for **16 weeks** for each grade band (k/1, 2/3, and 4/5). Virtual lessons include instructional videos and worksheets as

well as opportunities for students to make creative decisions in multiple art forms and engage in reflection and feedback.

Approximately **2528** hours delivered by Carnegie Teaching Artists,
- plus, training, professional development, research, prep and planning time, classroom teacher assistance, meetings, virtual lesson uploading, and Carnegie Education Director support

Total Program Cost will not exceed: **$108,000** for the 2021/2022 school year.

Option 3 – Half In-person & Quarter Virtual Programming

The Carnegie will provide a mixture of in-person and virtual programming. In-person weeks will include **2 (8 session)** cycles for 16 weeks of project-based, arts instruction per school. Each cycle will include project-based, arts lessons focusing on creating, performing/producing, responding, and connecting in **2 of the following art forms**: Visual Arts, Drama, Dance, Music, and Media Arts.

Virtual programming weeks will include a lesson per week for **8 weeks** for each grade band (k/1, 2/3, and 4/5). Virtual lessons include instructional videos and worksheets as well as opportunities for students to make creative decisions in multiple art forms and engage in reflection and feedback.

Approximately **2032** hours delivered by Carnegie Teaching Artists,
- plus, training, professional development, research, prep and planning time, classroom teacher assistance, meetings, virtual lesson uploading, and Carnegie Education Director support

Total Program Cost will not exceed: **$87,500** for the 2021/2022 school year.

The Carnegie continues to use the KDE Visual and Performing Arts Assurances to guide our focus on how to best serve schools.

The Carnegie's work impacts the Kentucky Department of Education:
Visual and Performing Arts Assurances in the following ways:
1. Participation in one course does not prevent students from having an opportunity to participate in visual and performing arts courses.
- Students can receive equal access to music, dance, drama, media arts, and visual arts with The Carnegie.

2. Schools address all five areas of the visual and performing arts: music, dance, drama, media art and visual art.
- All schools will be offered programming in music, dance, drama, media, and visual arts with The Carnegie.

3. Arts teachers have access to equitable resources and space to implement successful programs.
- The Carnegie will provide assistance with cross-curricular lesson planning.

- The Carnegie will provide assistance in planning, lesson development and formative/summative assessments.
- The Carnegie will attend PLC meetings and share resources.
- The Carnegie will provide Professional Development meetings in the arts.

Writing Program Assurances in the following ways:
1. All students will be recipients of writing instruction/experiences throughout the school year.
- The Carnegie's programming will involve writing both in performance and assessment.

2. When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.
- The Carnegie's programming will involve all aspects of communication, including speaking, listening, reading, writing and language usage.

3. Students will write for a variety of audiences and purposes throughout the school year.
- The Carnegie's programming will require that students write for multiple purposes, including brainstorming and planning, live performance, self-reflections, and more.

4. Consistent and timely feedback is provided to improve and guide students' writing skills.
- The Carnegie's programming will provide adult feedback, as well as student and peer feedback in multiple forms.

The following KDE Arts and Humanities Program Review Demonstrators serve as guidelines for best practices in arts programming.

Arts and Humanities: Curriculum and Instruction
Demonstrator 1. Student Access
(In order to achieve a proficient rating)

All students should have equitable access to high quality curriculum and instruction.
1. Access is provided for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines (dance, drama, music, visual arts)
2. The arts curriculum provides discipline-based instruction and protected time in each arts discipline containing its own body of knowledge, skills, and ways of thinking as outlined in the Kentucky Core Academic Standards.
Elementary: All students have regularly scheduled discipline-based arts instruction providing for exploration of each of the four art forms outlined in the KCAS.

Demonstrator 2. Aligned and Rigorous Curriculum
(In order to achieve a proficient rating)

An aligned and rigorous curriculum provides access to Kentucky Core Academic Standards (KCAS) for all students as defined by state standards.
1. The arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Core Academic Standards.
2. The arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Common Core Standards for English/Language Arts.
3. The school curriculum provides opportunities for integration as natural cross-curricular connections are made between the arts and other content areas.
4. The school arts curriculum is revised using multiple indicators such as student formative and summative assessments, arts organization performance assessments from sanctioned events, or other student needs.

Demonstrator 3. Instructional Strategies
(In order to achieve a proficient rating)

Teachers implement instructional strategies that provide quality experiences, a variety of activities, and access for all students.
1. Teachers systematically incorporate all three components of arts study: creating, performing and responding to the arts.
2. Teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills.
3. Arts teachers provide for the development of artistic theory, skills, and techniques through the development of student performances or products that are relevant and developmentally appropriate for students.
4. The arts curriculum is enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day.

Demonstrator 4. Student Performance
(In order to achieve a proficient rating)

All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.
1. Students are actively engaged in creating, performing and responding to the arts.
2. Students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance.
3. Students, with teacher guidance, routinely use creative, evaluative, analytical and problem-solving skills in developing and/or reflecting in their artistic performances and products.
4. Students use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignments.
5. Students demonstrate the ability to become self-sufficient in creating performances and/or products after teacher guidance

ARTS AND HUMANITIES: FORMATIVE AND SUMMATIVE ASSESSMENT
DEMONSTRATOR 1. ASSESSMENT
(In order to achieve a proficient rating)

Teachers should use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance to student learning and achievement.
1. Formative and summative arts assessments for individual students and performing groups are clearly aligned with the components of the Kentucky Core Academic Standards and authentically measure a specific concept, understanding and/or skill and lead to student growth.
2. Teachers guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work.

Demonstrator 2. Expectations for Student Learning
(In order to achieve a proficient rating)

Teachers communicate consistently high expectations and use common standards for student learning in Arts & Humanities.
1. Exemplar/models are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.
2. Teachers share clearly defined rubrics or scoring guides with students before creating, performing, or responding assignments or assessments appropriate to the age and grade level and students have the opportunity to provide input into the scoring guide.
3. Teachers develop rigorous student learning and academic growth through student learning objectives and refined SMART (specific, measurable, appropriate, realistic and time bound) goals that are rigorous, attainable and reflect acceptable growth during the course or school year.

Demonstrator 3. Assessment for Teaching
(In order to achieve a proficient rating)

Multiple assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.
1. Teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources (e.g., staff members, arts adjudicators, peers, etc.) on their performances/products so students may strengthen their future performance/products.
2. Students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate.

ARTS AND HUMANITIES: PROFESSIONAL LEARNING
Demonstrator 1. Opportunity
(In order to achieve a proficient rating)

Professional learning opportunities are planned according to the Standards for Professional Learning, with teacher learning needs in mind, and in response to data available about current teacher practice and student learning.
1. The professional growth plan (PGP) supports appropriate instruction for arts and humanities and links to the Comprehensive School Improvement Plan (CSIP).
2. Arts and humanities professional learning opportunities incorporate the Standards for Professional Learning, focus on research/evidence based practices and are planned based on school and student data and teacher Professional Growth Plans (PGPs).
3. Job embedded arts and humanities focused professional learning opportunities are available to teachers, and they are encouraged to engage in those opportunities.
4. The school allocates time for arts and humanities teachers to collaborate and exchange ideas with academic core teachers.

Demonstrator 2. Participation
(In order to achieve a proficient rating)

Teachers participate in Arts and Humanities-specific professional learning designed to meet their needs. Arts and Humanities teachers participate in professional development focused on 21ˢᵗ Century Skills
1. Arts and Humanities teachers participate in arts content-specific professional learning opportunities to address school needs and based on analysis of school and student data. There is some evidence of implementation of the professional learning.
2. Arts and Humanities teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement.
3. Arts and Humanities teachers are leaders in professional organizations and the school.
4. Arts and Humanities teachers regularly collaborate with community, business, and postsecondary partners through advisory committees, work exchange programs and/or community groups with a focus on the arts.
5. Most teachers in the school receive and implement professional learning to enhance the integration of the Arts and Humanities content into school curricula.