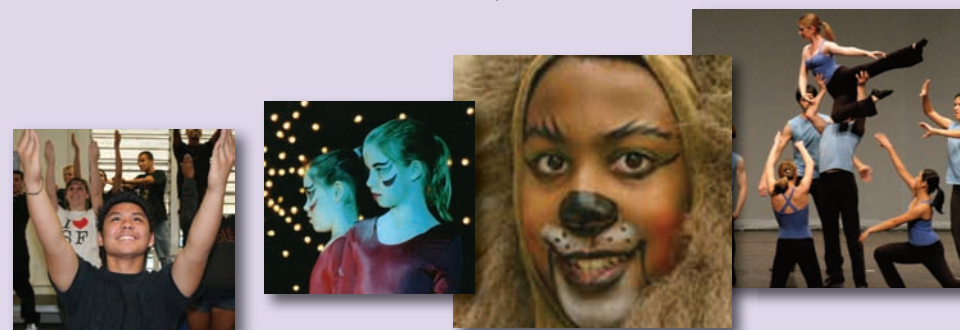


# CCSESA Arts Initiative Vision and Core Principals

The visual and performing arts are an integral part of a comprehensive curriculum and are essential for learning in the 21st century. All California students—from every culture, geographic region and socio-economic level—deserve quality arts learning in dance, music, theatre, and visual arts as part of the core curriculum.



## Rich & Affirming Learning Environments

Create a safe, affirming, and enriched environment for participatory and inclusive learning in and through the visual and performing arts for every group of students.

## Empowering Pedagogy

Use culturally and linguistically responsive pedagogy that maximizes learning in and through the visual and performing arts, actively accesses and develops student voice, and provides opportunities for leadership for every group of students.

## Challenging & Relevant Curriculum

Engage every group of students in comprehensive, well-articulated and age-appropriate visual and performing arts curriculum that also purposefully builds a full range of language, literacy, and other content area skills, including whenever possible, bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging.

## High Quality Instructional Resources

Provide and utilize high quality standards-aligned visual and performing arts instructional resources that provide each group of students with equitable access to core curriculum and academic language in the classroom, school, and community.

## Valid & Comprehensive Assessment

Build and implement valid and comprehensive visual and performing arts assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of students.

## High Quality Professional Preparation & Support

Provide coherent, comprehensive and ongoing visual and performing arts professional preparation and support programs based on well-defined standards of practice. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent arts instruction for each group of students.

## Powerful Family/Community Engagement

Implement strong family and community engagement programs that build leadership capacity and value and draw upon community funds of knowledge to inform, support, and enhance visual and performing arts teaching and learning for each specific group of students.

## Advocacy-Oriented Administrative/Leadership Systems

Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse visual and performing arts needs and assets of each specific group of students. These administrative and leadership systems structure, organize, coordinate, and integrate visual and performing arts programs and services to respond systemically to the needs and strengths of each group of students.

## About the CCSESA Arts Initiative

California County Superintendents Educational Services Association (CCSESA) represents California's 58 County Superintendent of Schools and their county offices of education. Knowing that the visual and performing arts contribute to effective schools, the California County Superintendents Educational Services Association with generous support from the William and Flora Hewlett Foundation launched a statewide initiative in early 2006 to advocate for and strengthen arts education in California public schools. CCSESA urges every school to weave dance, music, theatre, and visual arts into the fabric of the curriculum providing all students with a comprehensive education, kindergarten through high school aligned to the *Visual and Performing Arts Framework for California Public Schools*. CCSESA supports schools, districts, and communities in each of the state's 58 counties through a fully equipped statewide network. CCSESA is working at the state, regional, and local levels to impact change in arts education.

These documents support the goal of providing all students with a comprehensive and standards-based arts education, kindergarten through high school and are grounded in the CCSESA Arts Initiative Visual and Performing Arts Vision and Core Principles focused on providing California students—from every culture, geographic region, and socio-economic level—quality arts learning in dance, music, theatre, and visual arts as part of the core curriculum.



All documents may be downloaded at the CCSESA Arts Initiative web site: [www.ccsesaarts.org](http://www.ccsesaarts.org)



California County Superintendents Educational Services Association

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# Arts Learning Tools and Resources

## Bringing The ARTS To All Students

Look inside to learn more about exciting NEW resources to help expand and improve the arts for all students in California schools.

### Learn About:

- Advocacy
- Arts Assessment
- Arts in the Elementary Classroom
- K-6 Integrated Curriculum
- Leadership
- Professional Development



## CCSESA Arts Initiative

### California Eleven Service Regions

#### Regional Arts Leads / Curriculum & Instruction Steering Committee, Visual & Performing Arts

**Region 1**  
**Linnea Mandell**  
 lmandell@humboldt.k12.ca.us

**Region 2**  
**Heidi Brahms**  
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**Region 5**  
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**Region 9**  
**Ron Jessee**  
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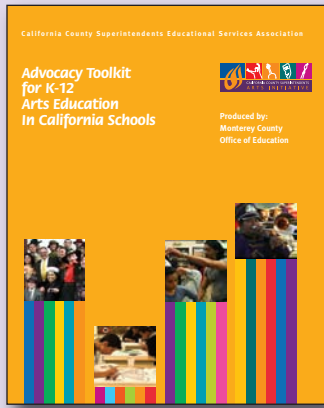
**Region 10**  
**Bonnie Tillotson**  
 bonnie\_tillotson@sbcoss.k12.ca.us

**Region 11**  
**Geraldine Walkup**  
 Walkup\_Geraldine@lacoe.edu



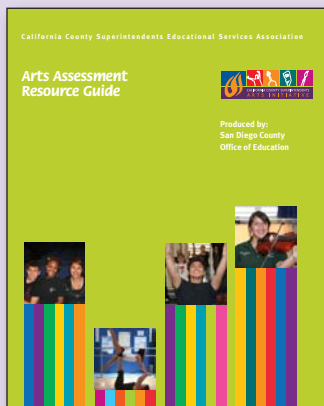
**Sarah Anderberg, Director**  
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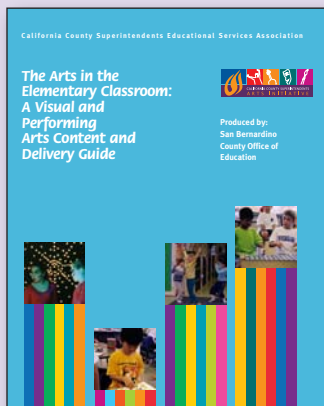
### Advocacy Toolkit for K-12 Arts Education in California Schools

This web-based toolkit provides a wealth of resources to assist county offices and school districts in advocating for arts education. The toolkit includes video testimonials, articles, research studies, and practical advocacy-related information that educators can easily use and adapt. This advocacy toolkit can be tailored to specific county offices and districts and contains useful information that can be used to promote the value and benefit of arts education for California students.



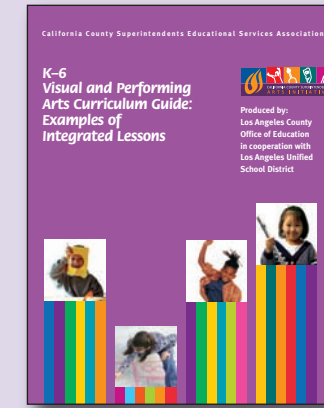
### Arts Assessment Resource Guide

This guide provides a review of literature on arts assessment and includes print and web-based references for educators to use when designing and implementing both classroom-based and district-level assessments. Through research and interviews, the writers have gleaned valuable resources with information that will help guide arts assessment efforts. The guide provides definitions, links to key tools and resources, and examples of district level standards-based arts assessment efforts in California and other states.



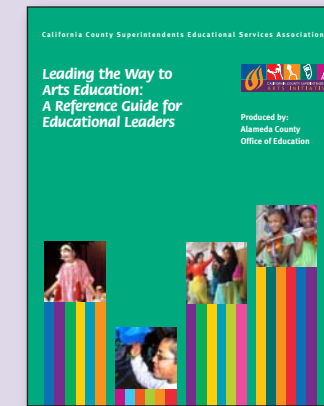
### The Arts in the Elementary Classroom: A Visual and Performing Arts Content and Program Guide

This guide is intended for elementary classroom teachers to use in developing arts lessons and units of study in terms of learner outcomes and achievement using the visual and performing arts content standards. The guide provides a variety of tools that will help teachers develop K-6 discrete and integrated lessons along with tools for curriculum mapping and program planning. Featured in this guide are many examples of how teachers can practically integrate the arts into the curriculum and sequentially plan for inclusion of the arts in dance, music, theatre, and visual arts based on the *Visual and Performing Arts Framework for California Public Schools*.



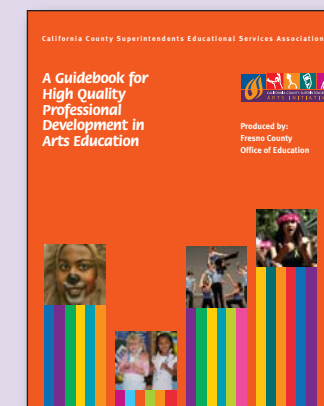
### K-6 Visual and Performing Arts Curriculum Guide: Examples of Integrated Lessons

This curriculum guide for elementary classroom teachers includes integrated lessons at each level based on the content standards in the *Visual and Performing Arts Framework for California Public Schools* demonstrating how learning in the arts is an integral part of learning across the curriculum. The K-6 guide includes dance, music, theatre, and visual arts integrated lessons developed by teams of teachers. The process was facilitated by LACOE, LAUSD, and national arts integration consultant, Karen L. Erickson. A matrix displays by grade level (K-6) the key arts standards and how they support content standards in other core curriculum areas. This guide is helpful in developing units of instruction for students and in designing professional development programs for teachers.



### Leading the Way to Arts Education: A Reference Guide for Educational Leaders

This guide is a tool for school, district, and county administrators to assist in developing K-12 visual and performing arts programs. The guide includes information about key steps educational leaders can take to facilitate standards-based arts instruction and learning at each grade level aligned to the *Visual and Performing Arts Framework for California Public Schools*. The guide provides approaches and specific roles and resources for developing a coordinated leadership strategy, gleaned from successful programs in county offices, districts, and schools in California.



### A Guidebook for High Quality Professional Development in Arts Education

This guidebook is a user-friendly toolkit for designing and implementing professional development in the visual and performing arts to meet needs identified through "big picture" planning by schools, districts and counties. This guide provides a review of practical, research-based approaches for professional development of K-12 educators and cites examples of how county offices of education and other organizations have created effective programs and strategies in rural, suburban, and urban settings. The guidebook builds knowledge of emerging best practices in professional development based on survey results from 46 county offices of education, focused interviews of county and regional VAPA leads, as well as an extensive analysis of current literature.

All documents may be downloaded at the CCSESA Arts Initiative web site:

[www.ccsesaarts.org](http://www.ccsesaarts.org)