

Alameda County Office of Education Alliance for Arts Learning Leadership  
STRATEGIC PLAN 2009-2012

**10 YEARS AND GROWING:  
Making Systemic Change in Education  
through the Arts and Arts Integration**





10 years and growing  
every child, every school, every day

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## Message From The Superintendent

It is a proud moment for the Alameda County Office of Education as we unveil the 2009-2012 strategic plan for the Alliance for Arts Learning Leadership. We've come a long way over the past ten years, and we are excited and optimistic about the future of the arts and arts integrated instruction in the county. Even as we see cut after cut to education funding across the state and across the country, we are redoubling our efforts to ensure that arts learning is at the heart of an excellent and complete education for every child, in every school, every day.



The Alliance for Arts Learning Leadership has made real gains since its inception; our model of leadership cultivation for teachers, administrators and artists incorporates academic research findings, community arts resources, and teacher action research in professional learning communities. Taking advantage of the resources at the county office, we have deepened our work with content area specialists to integrate arts across the curriculum and strengthen after school, parent education and engagement, and service learning programs.

In light of difficult times, our ongoing work to bring quality arts learning to schools is an essential innovation to engage creative approaches necessary for student achievement across the curriculum. Our collective work for equity in education is furthered by the arts through a culture of learning that motivates and challenges students, academically and creatively. In Alameda County, we are ready to build on the momentum of successful programs that increase access to arts education and support schools that work for all students.



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## Alliance For Arts Learning Leadership

### MISSION

The mission of the Alameda County Office of Education's Alliance for Arts Learning Leadership is to establish arts learning at the core of the highest quality public education, across the curriculum, for every child, in every school, every day.

### VISION

Every child learns and flourishes in culturally responsive school and community environments where learning in and through the arts sparks curiosity, creativity and critical thinking. Every student graduates with the motivation, confidence, skills and abilities to participate fully in society.

### MESSAGE

**Art IS Education!** A shared vision for a high quality education for every child, in every school, every day.



### PRINCIPLES

#### We believe...

Every child comes to school with a unique history and rich set of experiences that are assets and must be recognized, honored, and built upon.

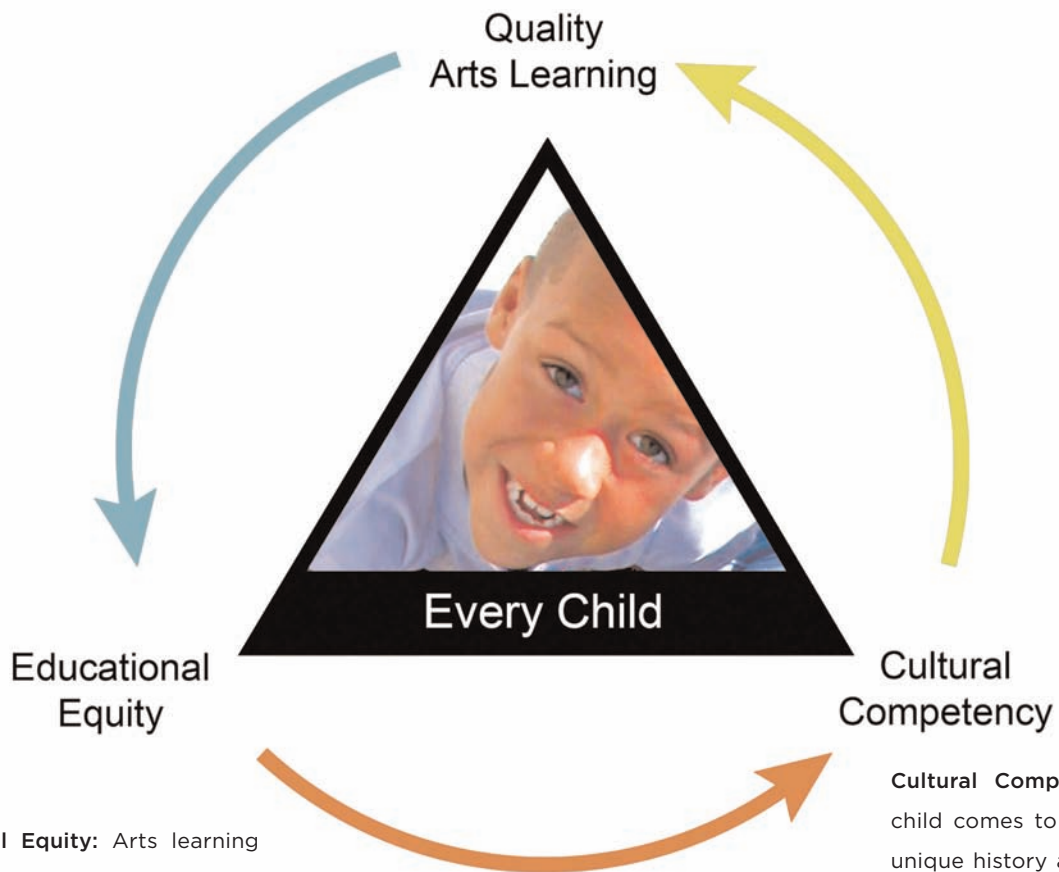
Arts learning strategies build on those strengths and help teachers differentiate instruction to connect to diverse learning styles so that every child can be successful in school TODAY.

Arts learning strategies must be more than engaging and rewarding to students, they must be aimed at important learning and educational goals identified by teachers, administrators, and community members so that every student can achieve their potential in school and in life.



# PURPOSE

**Quality Arts Learning:** Arts learning strategies build on the strengths of every child and help teachers differentiate instruction to connect to diverse learning styles so that every child can be successful in school TODAY.



**Educational Equity:** Arts learning strategies must be aimed at important learning and educational goals identified by teachers, administrators, and community members so that every student can achieve their potential in school - as they advance through grade levels - and in life.

**Cultural Competency:** Every child comes to school with a unique history and rich set of experiences that are assets and must be recognized, honored and built upon.

## Executive Summary

The Alliance for Arts Learning Leadership (Alliance for ALL), founded in 1999 by the Alameda County Office of Education (ACOE), began by bringing together education and arts organizations around the shared beliefs that every child has the right to a full and complete education and that a full and complete education includes the arts. The ongoing work of the Alliance for ALL has been centered on the design, piloting and district-wide implementation of culturally responsive, research-based professional development, as well as activities, programs and events to promote public understanding of the essential role of arts learning in a well-rounded, quality education.

The Alliance for ALL has developed and refined a professional development model that supports teacher decision-making and collaboration focused on student learning as the foundation for effective reform. By 2012, the tools, methodology, pedagogy, coaching and delivery systems developed over the past ten years will be brought to scale. *10 Years and Growing* is centered around two major goals in the areas of: 1. research-based teaching and learning; and 2. communication that motivates change.




### Goal 1: Develop a Professional Community of Educators to Respond to Students' Diverse Learning Needs

Every child has a valuable contribution to make towards creating a healthy, equitable society. Every child deserves a rigorous and relevant education, so they can fully participate as productive citizens in the future.

The arts cultivate teacher and student teaching and learning dispositions and have an essential role to play. As research and our experience have shown, the arts provide opportunities for teachers to develop and deepen student understanding through engagement with relevant rigorous curriculum for success in academic achievement.

Educators can be fully engaged around the specific learning needs of every child through professional learning communities where they draw upon curricular resources, content standards, shared knowledge about who their students are, and appropriate tools for analyzing and talking about student learning.





*10 Years and Growing* calls for:

-  Establishment of a regional Teacher Action Research Institute that will support school and district learning communities by building capacity to teach in and through the arts.
-  Launch of an Arts Integration Specialist Certificate Program to build leadership capacity of teachers in all content areas, arts teachers and teaching artists for local district and school professional learning communities.
-  Development of assessment tools that can demonstrate the results of student learning in the arts and across the curriculum.

## Goal 2: Support Policy Change That Situates the Arts at the Core of the Highest Quality Public Education

Every child must have access to a well-rounded and culturally relevant education. Teachers must have opportunities to develop their ability to recognize and build on every child's assets. Arts learning brings enormous potential to disrupt the racial predictability for success in school and life. By recognizing that learning occurs in cultural, social and historical contexts, and through individual and collective experience, the arts create multiple entry points for all students.

*10 Years and Growing* proposes to create and motivate systemic change through:

-  Policies that situate creativity, problem solving and engagement as central to an excellent education.
-  District administrators, teachers and parents/guardians who have clear, concrete examples of the value of the arts in a successful student's education, and who will be advocates.
-  District master plans that embed the arts in district curriculum and professional development plans.
-  Documentation and dissemination of Alliance for ALL's accomplishments and findings, including regular county-wide data collection and reporting on the state of arts learning in each of the 18 districts.



*It is time for a change in public education. Never before has a generation been challenged to address global economic, social and environmental crises of the scale that awaits the children in our public schools today. This plan lays the path to high quality, culturally relevant, equitable education that values each and every student, empowers teachers to operate at their highest levels, and provides a fuller picture of how well our schools are preparing children for the complex and challenging world in which they are growing up.*

## ALLIANCE FOR ALL HISTORY



The Alliance for Arts Learning Leadership (Alliance for ALL) began ten years ago by bringing together education and arts organizations around a shared belief that every child, not just the privileged and the fortunate, has the right to a full and complete education that includes the arts. Alliance partners organized and committed to make the changes needed to achieve their common vision.

In 2002, ACOE formed a partnership with Oakland, Berkeley and Emery school districts to apply analytical tools based on research about the real benefits of arts learning and assessment strategies that immediately inform improvements in instruction. Arts teachers from these three districts participated in the Visual Arts Learning for Understanding Education in Schools (VALUES) Project. The teachers in this three-year project worked with three research-based thinking frames to develop core analytical tools that would provide a common language among arts teachers, teaching artists, and non-arts teachers. The three thinking frames are:

- **Studio Habits of Mind** – Names and assesses the real benefits of learning in the arts. This frame is based on research conducted at Harvard Graduate School of Education’s Project Zero.
- **Teaching for Understanding** – Connects arts learning to learning across the curriculum and helps teachers create or tailor lessons and assessments that develop students’ abilities to apply what they know in new situations. This frame was developed at Harvard Graduate School of Education’s Project Zero.
- **Making Learning Visible** – Documents the student learning taking place; and helps students, teachers and parents see and understand students’ individual learning processes. It is based on the Reggio Emilia approach founded in Reggio Emilia school district in northern Italy.



In 2005, the project expanded to 38 designated **Arts Learning Anchor Schools**. These schools varied widely – small, large, elementary, secondary – and all committed to:

- Arts learning and arts integration for their students
- Professional development for their teachers
- Working with professional teaching artists

In 2007, six of these schools were selected as **Arts Learning Laboratory Schools**. At these schools, in-depth work and collaboration across sites in the three thinking frames is being conducted and documented as a model for other schools, districts and administrators.

A **Teacher Action Research Institute** has been established to formalize the practice of arts teachers, non-arts teachers, and teaching artists using analytical tools in professional learning communities that focus on district-level objectives. The Institute was launched in 2007 with a pilot in San Leandro School District to integrate their district equity and arts plans.

In 2005, of the 18 districts in Alameda County, there were three – Berkeley, Emery and Oakland – implementing **district arts plans**, six in the process of developing arts plans, and nine districts where work had not yet begun. By 2008, 14 of the 18 districts had arts plans and school board policy supporting arts learning, had adopted the California Visual and Performing Arts Standards, and were implementing at least some aspects of their individual plan. This strategic plan aids all Alameda County school districts in developing district master plans with arts learning strategies that are strategically embedded to ensure district-wide success.

**Art IS Education** is a highly visible, widely anticipated county-wide event of exhibitions, performances and demonstrations of learning presented annually in March. Schools, community arts organizations and districts showcase students' learning in the arts. These performances, exhibits, and demonstrations deepen the understanding among parents and the general public of arts learning as an essential part of a high quality education. Art IS Education is aimed at policy change to support schools, teachers and, ultimately, students. March 2010 marks the 10th Anniversary of Art IS Education in Alameda County.



## EIGHT STUDIO HABITS OF MIND: REAL BENEFITS OF LEARNING IN THE ARTS



These distinct stages in the art-learning and art-making processes help identify what students are learning and how they are learning it. Teachers in any subject area can identify and cultivate in students the habits of self-awareness, risk-taking, creativity, critical reflection, social connection and collaborative thinking.

## MAKING SYSTEMIC AND LASTING CHANGE

Recent studies have shown that the current educational system does not work for a significant number of students who either drop out or graduate unprepared for college and the current-day workforce. In 2009, California's first true count of high school dropouts shows that one in four youth quit school last year. Among African American students, the rate is nearly double that of the general population at 42%. For Latino students the dropout rate is 30%.

*An Unfinished Canvas*, a recent series of studies by the Stanford Research Institute on the state of arts education in California public schools concluded that time, money and teacher capacity are major barriers to arts in schools in California. The studies also documented that students attending high-poverty schools have less access to arts instruction than their peers in more affluent communities.

For the past ten years Alliance for ALL partners have engaged in collaborative research, investigation, and practice in providing sequential, standards-based arts learning. The frameworks, methodologies and activities developed support teacher decision-making and collaboration that is focused on student learning as the foundation for effective reform. *10 Years and Growing* will institutionalize this model through:

- Establishment of a regional Teacher Action Research Institute that will support school and district learning communities by building regional capacity to teach in and through the arts.
- Launch of an Arts Integration Specialist Certificate Program to build leadership capacity of teachers, arts teachers and teaching artists for local district- and school-based professional learning communities.
- Development of alternative assessment tools that can demonstrate the results of standards-based, arts learning in the overall success of every student across the curriculum.

Motivating public policy change requires effective communication about how arts-rich schools are succeeding in preparing students for success in schools today and in the future. And this communication must be a dialogue. Listening to what matters most to school leaders, district leaders, parents, students and community members is also required. The Alliance can then respond with creative and innovative approaches in and through the arts to meet identified school site and community learning goals.

The Alameda County Arts Commission is taking a county-wide leadership role to help arts organizations and local arts councils understand the needs of school districts. This action will enable them to bring their resources and expertise to students in collaborative, responsive and appropriate ways.

In order to motivate systemic change, the following elements are needed:

- Policies that situate creativity, problem solving and engagement as central to an excellent education.
- District administrators, teachers and parents/guardians who have clear, concrete examples of the value of the arts in a successful student's education.
- District master plans that embed the arts as part of the curriculum.
- Documentation and dissemination of Alliance for ALL accomplishments and findings including annual county-wide data collection and report on the state of arts learning in each of the 18 districts.

The time is now for change in education. Holding schools and districts accountable for every child learning is not enough. Policies, resources and relationships must be provided so that schools and districts can truly ensure that every child succeeds. Time, money and human resources must be properly aligned and coordinated to support every child and every teacher in collaborative and research-based teaching and learning.



Innovative solutions increasing student engagement and success are being sought out across our state and nation. *10 Years and Growing* sets a pathway to take the work of the Alliance for ALL county-wide and spread it to other regions in a statewide network.


## GOALS AND OBJECTIVES

### Goal 1: Develop a Professional Community of Educators to Respond to Students' Diverse Learning Needs

 **Objective 1.** Establish a regional Teacher Action Research Institute (TARI).


 **Strategy:**

- *Provide tools and structures for teachers and teaching artists to design culturally responsive arts integrated curriculum and conduct ongoing action research to improve instruction.*

 **Objective 2.** Establish an Art IS Education Professional Development Program to build leadership capacity for local district and school professional learning communities across the curriculum.

 **Strategies:**

- *Design, implement and establish an Arts Integration Specialist Certificate Program that offers an Arts Integration Specialist Certificate to those that complete the full course of study.*
- *Work with organizations serving individual teaching artists to provide high-quality arts learning expertise and resources in alignment with school and district professional development plans.*


 **Objective 3.** Build strong partnerships with local higher education institutions to support coherent and aligned ongoing professional learning of educators.

 **Strategies:**

- *Support the establishment and development of pre-service programs that advance arts teaching and learning.*
- *Establish a professional learning community of educators to support ongoing action research for in-service teachers and administrators.*



## Goal 2: Support Policy Change That Situates Arts at the Core of the Highest Quality Public Education

 **Objective 1.** Make visible to parents, policymakers and the public the role of the arts in student achievement, strong schools and healthy communities.


 **Strategies:**

- *Educate and develop parents as advocates for a high quality education that includes the arts.*
- *Demonstrate the real benefits of arts learning and the arts in schools by making learning visible through the annual Art IS Education month, effective messaging and communications and an annual public policy action step.*
- *Make the work of the Alliance for Arts Learning Leadership visible at local, state and national levels through dissemination of learning.*

 **Objective 2.** Establish arts learning as a central vehicle of every district master plan.

 **Strategies:**

- *Cultivate superintendent leadership.*
- *Work with arts teachers to articulate and demonstrate the value of teaching and learning in standards based arts disciplines.*
- *Use multiple assessments that measure student growth across content areas and knowledge to demonstrate the disciplined habits of mind cultivated in arts learning.*

 **Objective 3.** Advance policy initiatives that create and promote opportunities for students to develop in and through the arts, across the curriculum.

 **Strategy:**

- *Create policy priorities that rebuild education systems at the state and federal level.*





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## INDICATORS OF SUCCESS

*10 Years and Growing* has two main goals in the areas of *Teaching and Learning* and *Communication for Motivating Change*. By 2012 the success of this strategic plan can be measured against the following indicators.

<b>Goal 1: Teaching and Learning - Develop a professional community of educators to respond to students' diverse learning needs</b>	<b>Goal 2: Communication for Motivating Change - Support policy change that situates arts as core to the highest quality public education</b>
<ul style="list-style-type: none"> <li>• Eighteen districts have integrated arts learning into their district master plans and/or professional development plans.</li> <li>• Fifty arts professionals have earned Arts Integration Specialist Certificates.</li> <li>• Two hundred teachers and teaching artists have attended Teacher Action Research Institutes.</li> <li>• At least 25% of Alameda County teachers have received professional development in arts integration.</li> <li>• Ten to twenty discipline-based electives in the Arts Integration Specialist Program are being provided by local arts organizations and individual teaching artists annually.</li> <li>• Over 55,000 students attend schools with arts teachers and non-arts teachers trained in and using arts integration pedagogy.</li> <li>• Two assessment tools are developed and in use to provide formative and summative assessments of student learning and improvements in teacher practice.</li> <li>• Fifty non-arts teachers have been trained to use balanced assessments showing student-level outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• A Policy Working Group has established regional policy priorities that are shared across school reform and community groups for aligned advocacy efforts.</li> <li>• Five thousand parents representative of our region's diverse cultural backgrounds are active advocates for quality education inclusive of the arts and consider themselves Arts Active Parents.</li> <li>• Evidence of the Alliance for ALL exercising leadership is collected including:               <ul style="list-style-type: none"> <li>- Alliance for ALL members as presenters at schools, state, regional, and national conferences</li> <li>- articles/publications by or on Alliance for ALL projects</li> <li>- presentations by Alliance for ALL members at city councils, school boards.</li> </ul> </li> </ul>

## ALLIANCE FOR ALL CAPACITY INDICATORS

The economic downturn that has escalated over the past year throughout the United States has had a particularly hard impact on the California economy and the state budget, including the education budget and the previously secure arts education block grants. While the state Department of Education visual and performing arts block grants remain in the budget for the next five years with a 15% cut this year, and a 5% cut next year, they have also been placed in a Tier 3 class of designated funding that districts can now use as discretionary. The state Department of Education has reduced the previously full time position of Visual and Performing Arts Coordinator. The Alameda County Office of Education and every one of its 18 districts are dealing with drastic budget cuts and severe layoffs of teachers and administrative personnel.



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Essential to the success of this plan is the resiliency of the Alliance for ALL itself, and its capacity to be well-resourced to ensure long term support to students, districts, teachers, artists, parents and the region. An ongoing objective of this plan is to engage in strategies that will strengthen the Alliance for ALL infrastructure and partnerships. These strategies will include:

- A Policy Working Group establishing regional policy priorities that are shared across school reform and community groups for aligned advocacy efforts.
- Five thousand parents representative of our region’s diverse cultural backgrounds becoming active advocates for quality education inclusive of the arts and considering themselves Arts Active Parents (based on Alliance for ALL database).
- Collecting evidence of Alliance for ALL’s advocacy leadership including Alliance for ALL members as presenters at schools and state, regional, and national conferences as well as other public venues. Publications by or on Alliance for ALL projects.

### Projected Income and Expenses

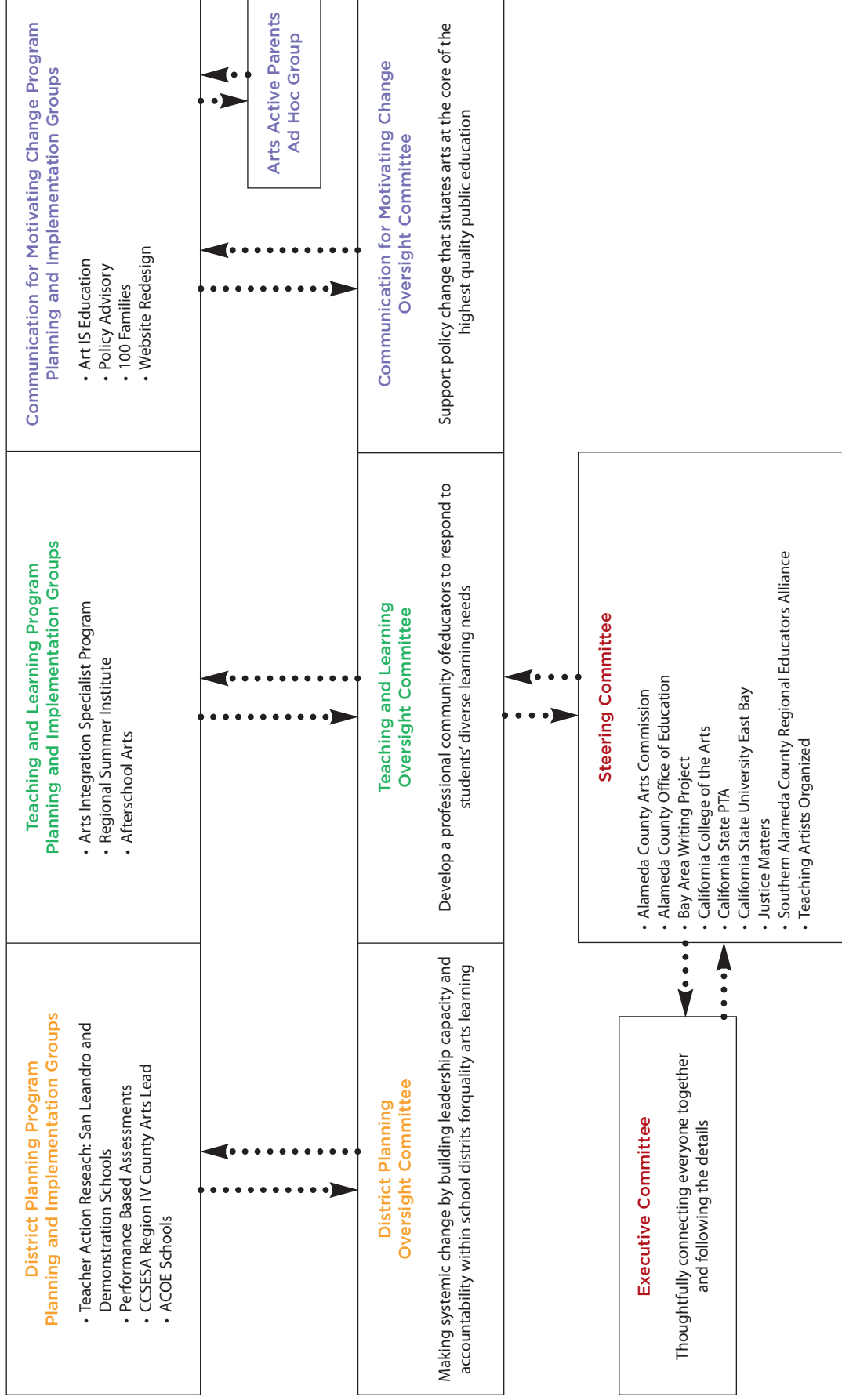
	2008-09 (unaudited)	2009-10 Budgeted	2010-2011 Projected	2011-2012 Projected
<b>INCOME</b>				
Government	\$578,900	\$355,185	\$345,000	\$345,000
Foundations	\$565,000	\$565,000	\$430,000	\$450,000
Earned (fee for services)	\$0	\$3,000	\$9,000	\$10,000
State funds	\$51,500	\$28,000	\$25,000	\$25,000
<b>TOTAL</b>	<b>\$1,195,400</b>	<b>\$951,185</b>	<b>\$809,000</b>	<b>\$830,000</b>
<b>EXPENSES</b>				
Personnel	\$398,000	\$355,000	\$315,000	\$318,000
Programs	\$606,400	\$441,185	\$369,000	\$399,000
Operating Expenses	\$91,000	\$60,000	\$45,000	\$35,000
Indirect	\$100,000	\$95,000	\$80,000	\$78,000
<b>TOTAL</b>	<b>\$1,195,400</b>	<b>\$951,185</b>	<b>\$809,000</b>	<b>\$830,000</b>

**Budget Notes:**

Government funding decreased in 2009-10 due to a three-year federal Department of Education grant that ended in 2008-09. Foundation revenues are projected to decrease due to the sunset of the Ford Foundation’s Arts Education Initiative, potential changes in funding priorities of the Hewlett Foundation, and the general economic trend of cutbacks by foundations due to decreased endowments. To offset decreases in revenues the Alliance for ALL eliminated a position in 2009-10 and projects a decrease in personnel in 2010-11 as well. Projected program revenue decreases are being offset by districts’ parcel taxes and collaborative fundraising with the Arts Learning Laboratory Schools, community arts partners and individual districts.

# Appendix A

## ALLIANCE FOR ALL FUNCTIONAL GOVERNANCE STRUCTURE 2010-2011



## Appendix B

### WHAT IS ARTS LEARNING?

The Alliance for ALL uses an all-inclusive definition of arts learning that includes instruction in and through the arts which help teachers meet the learning needs of all students.

#### **Teaching the discrete arts discipline.**

Students learn the methods and techniques of the arts disciplines through active practice, creation and expression. In quality standards-based arts classrooms students create, read, research, communicate, reflect and critique as a part of the artistic process. Students understand the historical contexts of art works and cultural contributions of individual artists.

#### **Integration with other core subjects.**

In arts integrated instruction there is clarity about subject area learning goals in the arts and in other content areas. Instruction is designed to integrate standards-based learning in both the arts and non-arts content areas. Students are making and creating in and through the arts in ways that develop, deepen and demonstrate their learning in other content areas.

#### **Differentiated instruction to access non-arts content.**

Arts learning instructional strategies provide teachers with multiple ways to engage students across all content areas. The arts provide students with multiple options for taking in information and making sense of ideas. This delivery model provides flexibility for the teacher to adjust the curriculum and presentation of information for diverse learning styles so that every child can demonstrate progress towards specific learning goals.



## Appendix C

### FUNDAMENTAL TOOLS OF PRACTICE

#### EIGHT STUDIO HABITS OF MIND



##### Develop Craft

**Technique:** Learning to use tools (e.g., viewfinders, brushes), and materials (e.g., paint, charcoal). Learning artistic conventions (e.g., perspective, color mixing).  
**Studio Practice:** Learning to care for tools, materials, and space.



##### Engage & Persist

Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks.



##### Envision

Learning to picture mentally what cannot be directly observed, and imagine possible next steps in making a piece.



##### Express

Learning to create works that convey an idea, a feeling, or a personal meaning.



##### Observe

Learning to attend to visual contexts more closely than ordinary “looking” requires, and thereby to see things that otherwise might not be seen.



##### Reflect

**Question & Explain:** Learning to think and talk with others about an aspect of one’s work or working process.  
**Evaluate:** Learning to judge one’s own work and working process, and the work of others in relation to standards of the field.



##### Stretch & Explore

Learning to reach beyond one’s capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.



##### Understand Art World

**Domain:** Learning about art history and current practice.  
**Communities:** Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.

## THREE STUDIO STRUCTURES



### Students-at-Work

- Students make artworks based on teachers' assignments.
- Assignments specify materials, tools, and/or challenges.
- Teachers observe and consult with individuals or small groups.
- Teachers sometimes talk briefly to the whole class.



### Demonstration-Lectures

- Teachers (and others) deliver information about processes and products and set assignments.
- Information is immediately useful to students for classwork or homework.
- Information is conveyed quickly and efficiently to reserve time for work and reflection.
- Visual examples are frequent and sometimes extended.
- Interaction occurs to varying degrees.



### Critique

- Works are completed or in progress.
- Display is temporary and informal.
- Teachers provide a structure for discussion and reflection.
- Students pause to focus on observation, conversation, and reflection.
- Teachers and students focus on student works.

## FUNDAMENTAL TOOLS OF PRACTICE: TEACHING FOR UNDERSTANDING

The Teaching for Understanding and Studio Thinking Frameworks were piloted by arts teachers, classroom teachers and community arts providers in a three-year project, funded by the US Department of Education, and in collaboration with the Alameda County Office of Education, the California College of the Arts, and Project Zero at the Harvard Graduate School of Education. These frameworks offer a common language across schools and between the education and arts communities about what can be learned in the arts, and how and when that learning can be powerfully connected to learning in other content areas.



### What is a thinking frame?

*“A thinking frame organizes our thinking much as the frame of a viewfinder focuses and directs our compositions as we snap photos.”*

—David Perkins, Harvard Graduate School of Education

Classrooms are complex places! Thinking frames are structures to help teachers isolate those complexities while planning and teaching. Thinking more carefully about their choices brings more clarity to teachers' decisions, which helps them better support students in developing genuine understanding.

### What is the Teaching for Understanding Framework?

The Teaching for Understanding Framework is a thinking frame developed by researchers at Project Zero at the Harvard Graduate School of Education. It helps teachers aim lessons and assessment directly at students' developing understanding - with understanding defined as the capacity for students to *use what they know flexibly in new situations*.

Teaching for Understanding asks teachers to focus on three recurrent questions.

- What do students need to understand about this topic?
- What can students do to develop that understanding?
- What can stand as evidence of students' growing understanding?

The Teaching for Understanding Framework shifts the focus of teaching and learning from recall toward thinking. As students address complex issues, of course they remember lots of facts; but they also learn how facts relate to each other, how to use facts to communicate with different audiences, and why those facts matter. Such thinking prepares our future citizens for the critical thinking tasks required to succeed in our ever-changing world.

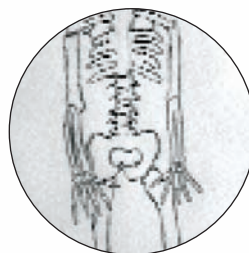
## FUNDAMENTAL TOOLS OF PRACTICE: STUDIO THINKING FRAMEWORK

The Studio Thinking Framework has helped Alameda County teachers answer the question: Why are the arts essential to a high quality education for every child, in every school, every day? It describes eight Studio Habits of Mind that name, convey and assess the multi-layered, meta-cognitive learning that happens in the arts. Studying the arts means more than learning techniques with materials and tools—the arts require many skills and attitudes critical to success in all content areas and in life.

The Studio Thinking Framework was developed by researchers at Project Zero at the Harvard Graduate School of Education who studied what and how excellent visual art teachers teach and what students learn in their classes. This thinking frame describes both what is taught in high quality visual arts classes (eight studio habits of mind) and how teachers organize classes to nurture high quality arts learning (three studio structures).

### The Eight Studio Habits of Mind

- Develop Craft
- Engage and Persist
- Envision
- Express
- Observe
- Reflect
- Stretch and Explore
- Understand the Art World



### The Three Studio Structures

- Demonstration-Lecture: Teachers deliver information quickly and visually, about processes and tasks that students immediately undertake in assignments.
- Students-at-Work: Students make artworks based on teachers' assignments, while teachers observe and consult with individuals or small groups.
- Critique: Teachers and students discuss and reflect on students' artwork, often while it is still in process.

### How do teachers in Alameda County use the Studio Thinking Framework?

The Studio Thinking Framework is being used in Alameda County by generalist teachers, arts specialists, and community arts providers at all levels. Originally developed for the visual arts, this framework has been adapted for music, drama, and dance in Alameda County.

Teachers use the Studio Thinking Framework because it helps them talk explicitly with students about what they intend them to understand. It also helps art teachers assess arts learning so that students can take next steps toward developing deeper understanding in the arts.

Both general classroom teachers and arts specialists in Alameda County are using the Studio Thinking Framework to focus their lessons on developing students' artistic minds and to connect learning in the arts to deepening understanding in other content areas. Teaching the arts by using the Studio Thinking Framework means that arts projects are always more than engaging activities - they are opportunities to develop and demonstrate thinking and understanding!

## FUNDAMENTAL TOOLS OF PRACTICE: MAKING LEARNING VISIBLE

Making Learning Visible is a way of presenting student work that reveals the learning taking place not only to the student and teacher, but to parents and the community. Viewers are able to learn more about what students are actually thinking, what they are learning and how they are learning it. In addition, Making Learning Visible enables teachers, parents and visitors to ask more in-depth questions about the student learning taking place.

The most common form of a Making Learning Visible is a visual display that takes the “bulletin board” in a new direction. Instead of functioning as a exhibit of finished student work, the focus is the process of learning. The display itself, often called a “Thinking Wall,” is a living document charting the teaching and learning journey through photographs, student quotes, teacher reflections, examples of student work, class hand-outs and other materials.

Making Learning Visible can take many forms including student-led tours and demonstrations, physical enactments of the learning process, websites, photo essays, and storybooks.



By speaking about and documenting the learning process, or Making Learning Visible, the meta-cognitive nature of teaching and learning can be fully explored. This practice gives teachers and students a window into learning that captures the work and thinking that goes into creating final drafts, works of art and research projects. In addition, it provides a vehicle for discussion that can help the teacher understand what is being learned right then right there by his/her students and chart the course for future teaching — for that very day and for the next time the same material is taught. Process documentation is a highly effective reflection tool for student and teacher both during the creation of the Making Learning Visible display and afterwards. Making Learning Visible panels often go through multiple incarnations — each version adding layers that speak to the questions that were raised for students, teachers, parents and other viewers.

Process documentation is also extremely helpful to teachers as they reflect on and assess their student learning and their own learning as teachers. Making Learning Visible provides physical evidence and experiential material to refer to as teachers discuss and plan with other teachers, their principal or arts learning coaches. In addition, it supports teacher conversations with parents by providing a road map of the learning journey their students are traversing.

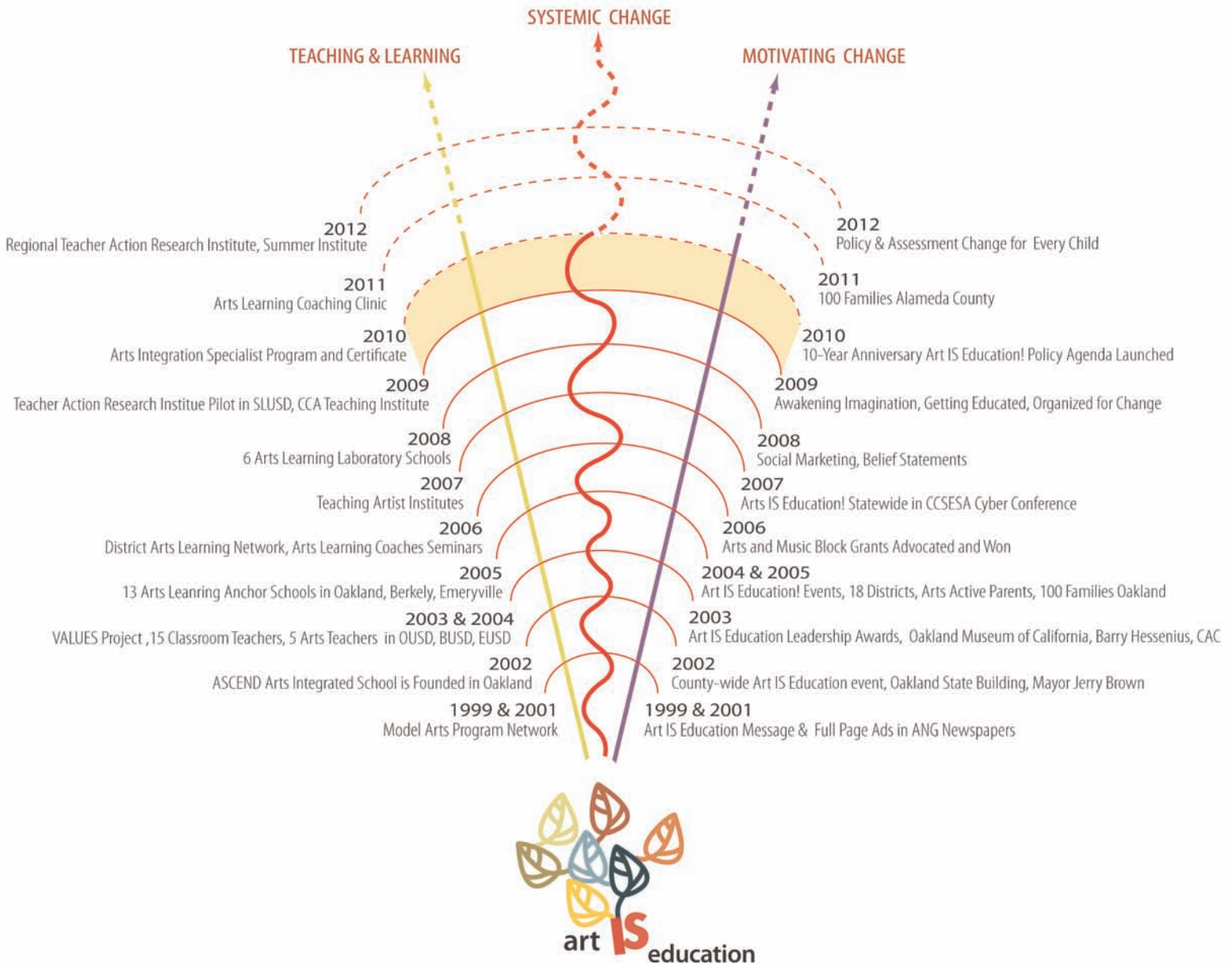
*Making Learning Visible is a type of process documentation that emerged from the work in Reggio Emilia school district in Italy where documentation is considered the “second skin” of the schools. Harvard’s Project Zero and the educators from Reggio have worked collaboratively to bring this important work to the U.S.*



10 years and growing  
every child, every school, every day

## APPENDIX D

### MAKING SYSTEMIC CHANGE TIMELINE



## Appendix E

### PLAN METHODOLOGY AND PARTICIPANTS

A Listening Campaign was undertaken in Spring 2008 to conduct an environmental scan and to get input from current and potential collaborative partners of the Alliance. In addition, the Annenberg Institute gathered information from individuals and organizations for a feasibility study on future directions for Alliance development and work conducted on behalf of the Ford Foundation.

The data gathered was used by an Interim Steering Committee to develop draft goals and outcomes from which the Strategic Planning participants worked.

The Strategic Planning Committee was comprised of three Oversight Committees (District Planning, Teaching and Learning, and Communication for Motivating Change) and two Ad Hoc Committees (Policy and Leadership Development). Goals and objectives were vetted with the various groups responsible for implementing the work to arrive at a three-year work plan.

#### Strategic Planning Steering Committee

#### Listening Campaign 2008 Participants

##### Individuals:

Paul Ammon, Arts Education Initiative, University of California Berkeley

Olivia Araiza, Justice Matters

Yvonne Cerrato, Alameda County Office of Education Board of Trustees

LaShawn Chatmon, Bay Area Coalition for Equitable Schools (BayCES)

Dave Donahue, Associate Professor, Education, Mills College

Bronwyn Eisenberg, California Shakespeare Theater

Eric Engdahl, East Bay Center for the Performing Arts

Lupita Figueiredo, Alameda County Office of Education

Rachel Fink, Berkeley Repertory School of Theatre

Lori Fogarty, Oakland Museum of California

Kerry Hamill, Oakland City Council

Patricia Hannum, Museum of Children's Art (MOCHA)

Amana Harris, Attitudinal Healing Connection, Inc.

Rene Heider, Destiny Arts Center

Unique Holland, Alameda County Office of Education

Mary Hurley, Oakland Unified School District

Steve Jubb, Former Executive Director, Bay Area Coalition for Equitable School

Stuart Kandell, Stagebridge Senior Theatre Company

Sabrina Klein, Creative Education Consulting

Julia Marshall, San Francisco State University

Suzanne McCulloch, Berkeley Unified School District

Nancy Ng, Luna Kids Dance

Trina Ostrander, Bayer HealthCare Pharmaceuticals

Chris Perrius, Bay Area Coalition for Equitable Schools (BayCES)

Noel Perry, Baccharis Capital, Inc.

Frances Phillips, Walter and Elise Haas Fund

Phil Rydeen, Oakland Unified School District

Diane Sanchez, East Bay Community Foundation

Nancy Skinner, Berkeley City Council

Ron Snyder, Oakland Community Organizations

Wanda Stewart, Emery Unified School District

Carol Tateishi, Bay Area Writing Project, University of California, Berkeley

Lynda Tredway, Principal Leadership Institute (PLI), University of California Berkeley

## Groups:

### Alliance Leadership Council

Paul Ammon, Arts Education Initiative  
University of California Berkeley  
Carolyn S. Carr, Alliance for ALL, District Arts Learning Coach  
Jayeesha Dutta, Alliance for ALL, Arts Learning Anchor Schools Coach  
Patricia Hannum, Museum of Children's Art (MOCHA)  
Amana Harris, Attitudinal Healing Connection, Inc.  
Kathy Kahn, Alliance for ALL, Arts Active Parents  
Suzanne McCulloch, Berkeley USD, VAPA Coordinator  
Rachel Osajima, Alameda County Arts Commission  
Phil Rydeen, Visual and Performing Arts, Oakland USD  
Wanda Stewart, Visual and Performing Arts, Emery USD  
Wes Watkins, Alliance for ALL, District Arts Learning Coach  
Ann Wettrich, California College of the Arts, Center for Art and Public Life  
Susannah Wood, Opera Piccola  
Guests: Meg Long and Emily Byrne, OMG Center for Collaborative Learning  
Trina Barton, Mayor Ron Dellums staff, City of Oakland

### District Arts Learning Network

Barb DeBarger, San Lorenzo USD  
Anne Golden, Pleasanton USD  
Kara Holthe, Dublin USD  
Carol Hovey, Livermore USD  
Pam Johnson, Castro Valley USD  
Betsy Kellas, Hayward USD  
Kurt Kellersberger, Fremont USD  
Susan Manbien, Fremont USD  
Suzanne McCulloch, Berkeley USD  
Phil Rydeen, Oakland USD  
Wanda Stewart, Emery USD  
Anne Marie Strange, Castro Valley USD

### Policy Advisory Committee

Julia Fong-Ma, Aide to Senator Don Perata  
Kara Holthe, Association of California School  
Administrators Policy Committee  
Brian Laczko, Alameda County Arts Commission

### Arts Active Parents

Randolph Belle, 100 Families  
Kathy Kahn, Alliance for ALL, Arts Active Parents  
Martha Montufar, Parent Resource Information Center, Alameda County  
Office of Education

### Arts Learning Coaches Seminar

Anonymous surveys

### Teaching and Learning/Professional Development

Sabrina Klein, Creative Education Consulting  
Jen Stuart, California College of the Arts  
Belinda Taylor, Teaching Artists Organized  
Ann Wettrich, California College of the Arts, Center for Art and Public Life  
Guest: Arnie Aprill, Founder and Creative Director, CAPE- Chicago Arts  
Partnerships for Education

### Alliance for ALL Staff and Partners

Annual Retreat, June 25, 2008  
Randolph Belle, 100 Families  
Carolyn Carr, Alliance for ALL, District Arts Learning Coach  
Doyle, Museum of Children's Art (MOCHA)  
Todd Elkin, Washington High School, Fremont USD  
Julia Fong-Ma, Aide to Senator Don Perata  
Lichi Fuentes, La Peña  
Kathy Graddy, Alliance for ALL  
Patricia Hannum, Museum of Children's Art (MOCHA)  
Amana Harris, Attitudinal Healing Connection, Inc.  
Unique Holland, Alameda County Office of Education  
Kara Holthe, Dublin USD  
Uday Joshi, Alliance for ALL, Teaching Artist, East Oakland School of the Arts  
Camellia Millett-Lau, Alliance for ALL  
Martha Montufar, Parent Resource Information Center, Alameda County Office of Education  
Louise Music, Alameda County Office of Education, Alliance for ALL  
Trena Noval, Peralta Elementary School, Oakland USD  
Wanda Stewart, Emery USD  
Andrea Temkin, Alameda County Office of Education, Alliance for ALL  
Ann Wettrich, California College of the Arts, Center for Art and Public Life  
Carlos Windham, Alliance for ALL, District Arts Learning Coach  
Susannah Wood, Opera Piccola  
Guests: Sheila Jordan, Superintendent, Alameda County Office of Education  
Sean Nash, painter and filmmaker  
Steven Wesley, Superintendent, Emery USD

### Teaching Artists

Jordana Autrey, Museum of Children's Art  
Audrey Brown, San Leandro USD  
Carolyn Carr, Alameda County Office of Education, Alliance for ALL  
Nicole Chan, Museum of Children's Art  
Rebecca Cooper, Museum of Children's Art  
Todd Elkin, Washington High School, Fremont  
Claudia Goodman-Hough, Redwood Heights Elementary, Oakland  
Kathy Graddy, Alameda County Office of Education, Alliance for ALL  
Patricia Hannum, Museum of Children's Art  
Amana Harris, Attitudinal Healing Connection, Inc.  
Liz Harvey, San Francisco Bay VTS  
Denise Hingle, CCE Teaching Instructor  
Julia Marshall, San Francisco State University  
Jill McLennan, Museum of Children's Art  
Jessica Mele, Performing Arts Workshop  
Trena Noval, Peralta Elementary, Oakland  
Naema Ray, CCA  
Arlene Shmaeff, Museum of Children's Art  
Hannah Shun, Museum of Children's Art  
Kimberley Turner, Attitudinal Healing Connection, Inc.  
Tedi Valdez, Aspire Public Schools  
Cindy Wildman, Stockton USD

### Strategic Planning Participants:

Araiza, Executive Director, Justice Matters  
 Pam Bachilla, Stuart and Associates  
 Trina Barton, Office of Mayor Ronald Dellums,  
 City of Oakland  
 Bobbie Brooks, Southern Alameda County  
 Regional Education Alliance  
 Yvonne Cerrato, Trustee, Alameda County Board  
 of Education  
 Dafney Dabach, Graduate School of Education, UC Berkeley  
 Jamila Dunn, KALA Art Institute  
 Kiff Gallagher, Music National Service  
 John Guillory, Strategic Urban Development Alliance  
 Patricia Hannum, Museum of Children's Art  
 Amana Harris, Attitudinal Healing Center  
 Unique Holland, Alameda County Office of Education  
 Communications Department  
 Steve Huss, City of Oakland

Sabrina Klein, Creative Education Consulting  
 Christine Lim, San Leandro USD  
 Kathy Littles, City of Oakland  
 Julia Marshall, San Francisco State University  
 Suzanne McCulloch, Berkeley USD  
 Karen McKie, Berkeley Public Education Foundation  
 Peggy Morrison, Alameda County Office of Education  
 Parent Information Resource Center  
 Nancy Ng, Luna Kids Dance  
 Jason Overman, Office of Senator Ellen Corbett  
 Phil Rydeen, Oakland USD  
 Sylvia Sherman, La Peña Cultural Center  
 Margaret Steele, Peralta District California State  
 Parent Teacher Association  
 Wanda Stewart, Emery USD  
 John Sugiyama, Emery USD  
 Carol Tateishi, Bay Area Writing Project

The Strategic Planning Process was guided by the Alliance for Arts Learning Leadership's Interim Steering Committee:

- Louise Music, Director, Alameda County Office of Education, Alliance for Arts Learning Leadership
- Rachel Osajima, Director, Alameda County Arts Commission
- Andrea Temkin, Alameda County Office of Education
- Ann Wettrich, Co-director, California College of the Arts, Center for Art and Public Life

Strategic Planning Process Facilitator: Miriam Abrams

### Alliance for Arts Learning Leadership Steering Committee 2009-2010

- Olivia Araiza, Executive Director, Justice Matters
- Adela Arriaga, Director, Bay Area Writing Project
- Bobbie Brooks, President, Southern Alameda County Alliance of African American Educators
- Yvonne Cerrato, Trustee, Alameda County Board of Education
- Eric Engdahl, Arts Education Initiative, Professor, California State University East Bay
- Carol Kocivar, Vice President Communications, California State Parent Teacher Association
- Jessica Mele, Board of Directors, Teaching Artists Organized; Program Manager, Performing Arts Workshop
- Louise Music, Director, Alameda County Office of Education, Alliance for Arts Learning Leadership
- Rachel Osajima, Director, Alameda County Arts Commission
- Ann Wettrich, Co-director, California College of the Arts, Center for Art and Public Life

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