

The Arts in Every Classroom: A Workshop for Elementary School Teachers
Handout

Factors for Arts Education Success

Many critical factors work together throughout a school district to bring about an effective arts education program.

- *Community* — The community (broadly defined as parents and families, artists, arts organizations, businesses, and local civic and cultural leaders and institutions) is actively engaged in the arts politics and instructional programs of the district.
- *School Board* — The board of education provides a supportive policy framework and environment for the arts.
- *Superintendent* — The superintendent regularly articulates a vision for arts education.
- *Continuity* — There is enough continuity in the school and community leadership to implement comprehensive arts education.
- *District Arts Coordinator* — The district arts coordinator facilitates program implementation throughout the school system and maintains an environment of support for arts education.
- *Cadre of Principals* — School principals collectively support the policy of arts education for all students.
- *Teachers as Artists* — Effective teachers of the arts are encouraged to continue to learn and grow in mastery of their art form as well as in their teaching competence.
- *Parent/Public Relations* — School leaders seize opportunities to make their programs known throughout the community to secure support and funding for them.
- *Elementary Foundation* — Strong arts programs in the elementary schools are the foundation for strong systemwide programs.
- *Opportunities for Higher Levels of Achievement* — School leaders provide specialized arts programs as part of their broad strategy for securing and sustaining community support for the district's overall education goals.
- *National, State, and Other Outside Forces* — The district employs state or national policies and programs to advance arts education.
- *Planning* — School leaders advise the adoption of a comprehensive vision and plan for arts education but recommend its incremental implementation.
- *Continuous Improvement* — The school district promotes reflective practices at all levels of the schools to improve quality.

From *Gaining the Arts Advantage: Lessons from School Districts That Value Arts Education*, President's Committee on the Arts and the Humanities and Arts Education Partnership, 1999.

For more perspectives on teaching music in elementary schools, see these *The Arts in Every Classroom* video library programs:

- Three Leaders at Arts-Based Schools
- Leadership Team