



# ARTS LEARNING TASK FORCE

Final Recommendations  
to Governor Nathan Deal  
from the Arts Learning Task Force



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from the Arts Learning Task Force  
**August 2015**

## Table of Contents

Letter to Governor Nathan Deal.....	2
Arts Learning Task Force Members, Advisors and Support Staff.....	3
Arts Learning Task Force Charge .....	4
Acknowledgements .....	4
Additional Information.....	4
Introduction.....	5
Recommendations.....	8
I. Access to Arts Learning .....	9
II. Quality Arts Instruction .....	13
III. Support for Effective Arts Learning .....	15
IV. Resourceful and Innovative Approaches to Arts Learning .....	18
Appendix A: Arts Learning Task Force Executive Order .....	22
Appendix B: Arts Learning Task Force Meeting Details.....	24
Appendix C: Arts Learning Task Force Working Groups.....	26
Bibliography.....	27
Cover Photo Credits.....	28

## Letter to Governor Nathan Deal

The Honorable Nathan Deal  
Governor of Georgia  
206 Washington Street  
Suite 203, State Capitol  
Atlanta, Georgia 30334

Dear Governor Deal,

Thank you for creating the Arts Learning Task Force and for your leadership to provide our state with this extraordinary opportunity to improve public education in Georgia. We are honored to have been selected to participate in this process.

As the Arts Learning Task Force, we have articulated sixteen recommendations, divided into four themes, which we hope will provide meaningful guidance as you work to improve public education in our state. Some of the recommendations may be relatively simple to implement, while others may require significant resources and difficult policy changes; however, we believe each recommendation represents a meaningful way to use arts learning to increase student achievement and create more effective schools for Georgia.

Historically, the arts have been an integral part of basic education – from the one-room schoolhouse, to the most sophisticated STEAM (Science, Technology, Engineering, Arts and Math) school of today. Arts learning has been valued in the classroom and the workforce for its ability to encourage creativity, improve literacy, instill culture, enhance history, teach teamwork, and prepare students to be model citizens. And yet, along the way, some have chosen to deemphasize the arts as part of a strategy to focus on other subject areas. Still others, under the pressure of high-stakes testing and recession-era budget cuts, have had to make hard choices to cut or eliminate arts classes from their schools or systems.

In that context, numerous studies have been conducted which demonstrate the powerful impact of arts learning on academic achievement, school engagement, brain development, social development, and college and career readiness. In short, the research has collectively reached a definitive conclusion – that arts learning is essential to deliver a well-rounded education and is necessary for students to compete in the 21st-century workplace and world.

In addition, states around the country have used arts-based school reform programs to transform underperforming schools serving disadvantaged students. In many cases, their success has been nothing short of remarkable.

Based on the research, lessons from other states, and model arts learning programs observed in our own state, it is clear that increased access to quality arts learning is a key strategy that Georgia should employ to help turnaround struggling schools and to improve education for every student enrolled in public schools across our state.

Thank you for supporting arts learning as a means to improve public education in Georgia.

Respectfully submitted,

The Arts Learning Task Force

## Arts Learning Task Force Members

**Pam Beagle-Daresta**

Teaching Artist

**Shawn Bender**

Principal  
Perkerson Elementary School  
Atlanta Public Schools

**Ann Wilson Cramer**

Senior Consultant  
Coxe Curry & Associates

**Dr. Amy Duke**

Principal  
Northwest Laurens Elementary School  
Laurens County School District

**Karen Hallacy**

Board Member  
Technology Association of Georgia –  
Education Collaborative

**Molly Howard**

Superintendent  
Jefferson County School System

**Woody Leonard**

Band Director  
Cook County Middle School  
Cook County School District

**Dr. Thomas Lockamy**

Superintendent  
Savannah-Chatham County Public School System

**Lisa Love**

Director, Music Marketing and Development  
Georgia Department of Economic Development

**Atiba Mbiwan**

Associate Director  
Zeist Foundation

**Helen Rice**

Chair  
State Board of Education

**Pam Smith**

Director, Curriculum and Instruction  
Georgia Department of Education

**Debi West**

Art Teacher and Department Chair  
North Gwinnett High School  
Gwinnett County Public Schools

**John White**

Senior Consultant  
The Coca-Cola Company

**Charisse M. Williams**

Director of Education Advancement and Advocacy  
Woodruff Arts Center

**Gladys Wyant**

Executive Director  
The Arts Council, Inc.

## Arts Learning Task Force Advisors and Support Staff

**Erin Hames**

Deputy Chief of Staff for Policy  
Office of the Governor

**Barry Schrenk**

Chair  
Georgia Council for the Arts

**Karen Paty**

Executive Director  
Georgia Council for the Arts

**Allen Bell**

Arts Education Manager  
Georgia Council for the Arts

## Arts Learning Task Force Charge

The Executive Order charges the Arts Learning Task Force with the following responsibilities:

- 1) To make recommendations to prepare the state to effectively improve the educational achievement and attainment of students through the creation of robust arts learning environments, which may include discipline-based arts education and arts integration.
- 2) This task force will further provide recommendations and support for the state's position in research and development related to and arising out of the integration of arts education into K-12 classrooms, including an examination of existing model arts education initiatives within Georgia and the experiences of other states and school districts.

Appendix A contains the full text of the Executive Order. Appendix B includes information pursuant to the Arts Learning Task Force meetings, with hyperlinks to agendas and minutes.

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## Acknowledgements

The Arts Learning Task Force would like to acknowledge the following for their contributions to and support of the process to develop meaningful recommendations to improve arts learning in Georgia.

- The districts, schools, departments, and institutions that hosted Task Force site visits.
  - Guest speakers from the Department of Education, Professional Standards Commission, as well as superintendents, principals, fine arts coordinators, teachers, artists, arts organization representatives, and program administrators.
  - Georgia Council for the Arts, Georgia Department of Economic Development, Georgia Department of Education, the Governor's Office of Student Achievement, and the Office of the Governor.
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## Additional Information

Additional information about the work of the Arts Learning Task Force and links to arts learning resources in Georgia can be found at [www.gaarts.org](http://www.gaarts.org).

Programs > Arts Education > Arts Learning Resources

For additional information on arts learning in Georgia, contact Georgia Council for the Arts: Allen Bell, Arts Education Manager, 404-962-4839, [abell@gaarts.org](mailto:abell@gaarts.org).

## Introduction

Governor Nathan Deal appointed the Arts Learning Task Force through an Executive Order issued in June 2014. Comprised of 16 members from a variety of backgrounds in education, the arts, government, philanthropy, and business, the Task Force was charged with making recommendations to improve education in Georgia through arts learning.

In pursuit of executing that charge the Task Force met on a monthly basis from August 2014 through June 2015. Their meetings included policy review, examination of model programs, research review, guest speakers, and site visits to a variety of Georgia schools and institutions.

In addition, the Task Force was organized into four Working Groups which focused more intently on specific themes within arts learning to craft fully-informed and well-reasoned recommendations. The Task Force completed their work at the meeting in June 2015 when they approved the final draft of their recommendations.

### A Vision of Access to Arts Learning for Every Georgia Student

Through this process, the Arts Learning Task Force has articulated a vision for every child enrolled in PreK-12 public schools in Georgia to have access to arts learning.

This vision is not a departure from accepted expectations for our schools. Rather, this vision acknowledges the important place of the arts in education as recognized through state and federal education legislation which defines the arts as part of the core curriculum. This vision also embraces the increasing volume of research which illuminates the many and varied ways that arts learning improves student development and achievement.

### The Many and Varied Benefits of Arts Learning

There may have been a time when research on the importance and benefits of arts learning was scarce, but that is not currently the case. There are numerous volumes of published inquiry into the nature and impact of arts learning which demonstrate a wide variety of ways that arts learning improves student outcomes.

- Arts learning **improves school engagement** as evidenced through better attendance, increased self-esteem, improved student behavior, fewer discipline problems, and by motivating students who are otherwise difficult to reach.
- Arts learning **improves academic performance** as demonstrated through higher scores on standardized tests, improved graduation rates, and greater academic achievement in math, science, writing, and language arts.
- Arts learning **improves literacy**. Arts instruction helps all students become better readers and writers, provides benefits for both English Language Learners and low-income students, and ultimately leads to better academic performance for all students.
- Arts learning **positively impacts the brain development** of students, improving learning in both arts subject areas and non-arts subject areas, including math and science.
- Arts learning **improves college and career readiness**. Students taking arts classes are more likely to attend and complete college. Arts learning encourages innovation, creativity, and critical thinking – some of the top skills desired by 21st-century employers. Students taking arts classes are also more likely to develop important transferable skills such as communication, collaboration, and problem solving.

- Arts learning **improves social development**. Students taking arts classes are more likely to vote, more likely to volunteer, demonstrate greater cross-cultural understanding, and are more perseverant.

The research makes clear the case for arts learning – an education where students have access to arts classes is an education where students are prepared to thrive and compete in the 21st century. Students without access to arts learning will be at a clear disadvantage to their peers around the rest of the state, the country, and the world, who do have access to arts learning.

### **The Arts and the Creative Industries in Georgia**

Not only is arts learning crucial to student education and college and career readiness in general, but the arts are specifically essential as a background for work in the creative industries, which represent significant economic revenue and job creation in Georgia.

The creative industries represent 200,000 jobs, \$8 billion in wages and earnings, \$29 billion in industry revenue, and \$48 billion in economic impact for the state. The creative industries are the fifth largest industry in the state by number of establishments, and the fourth largest industry by number of people employed.

In addition, Georgia is experiencing real growth in such creative industries as film and television production, video game production, digital media, and music production, among others. To capitalize on this growth and to provide a well-trained workforce for this expanding field, Georgia needs graduates with an understanding of and a background in the arts.

### **Uneven Access to Arts Learning Opportunities in Georgia**

On average, access to arts learning opportunities in Georgia are relatively comparable to regional and national averages; however, access to arts learning within Georgia schools varies based on arts subject area, school level, geographic area, population density, and poverty rate. In addition, levels of quality for arts learning opportunities vary greatly throughout the state.

In general, arts classes in Georgia public schools are available at a rate slightly higher than average for the South, but slightly lower than the national average. Analyzing access to arts learning by subject, visual art and music classes are available in a much higher percentage of schools than theatre, dance, or creative writing classes.

When taking into consideration enrollment levels and program quality, a moderate number of students in Georgia public schools receive quality arts instruction in visual art and music, while relatively few students are enrolled in classes or receive quality instruction in theatre, dance, or creative writing.

Meanwhile, access to arts classes in Georgia public schools is strongly associated with poverty levels. Schools with a higher percentage of students living in poverty are much less likely to offer access to arts classes.

Access to arts classes is also associated with population density. Georgia public schools in rural areas are less likely to offer access to arts classes than schools located in suburban or urban areas.

Finally, the data shows a strong positive relationship between access to arts classes and higher standardized test scores across grade levels, as well as higher graduation rates among Georgia high school students.

## **States Using Arts Learning to Improve Education for Their Students**

There are a number of states which have invested significantly in arts learning opportunities for their students in an effort to improve education outcomes. One of the program models adopted by four different states is A+ Schools. First established in North Carolina, this arts-based school reform program has been replicated in Oklahoma, Arkansas, and Louisiana. Those states have seen marked improvement in the schools where A+ has been implemented.

Other states in the region have developed unique programs where arts learning is central to school reform, including the Whole Schools Initiative in Mississippi, Value Plus Schools in Tennessee, and ABC Schools in South Carolina. As with the A+ Schools model, these states have seen significant improvement in the schools implementing arts-based school reform.

Beyond implementing model school reform programs, many states have adopted policies, hired staff, and demonstrated leadership to improve arts learning in their states. Examples include requiring arts credits for high school graduation, requiring access to arts classes at the elementary and middle school levels, providing professional development and resources for arts instructors, and funding grant programs to increase access to teaching artists, arts integration, and community arts partnerships. All of these efforts have increased access to arts learning and improved student achievement for schools in their states.

## **Model Arts Learning Programs in Georgia Schools**

Successful models for arts learning are also available in Georgia, as observed by the Arts Learning Task Force during the course of their numerous site visits.

- At North Gwinnett High School, the Task Force observed model high school arts programs, a model arts integration course, as well as a school system that makes arts learning a priority and provides the resources and personnel to support arts learning system-wide.
- At Garrison School of Visual and Performing Arts and Savannah Arts Academy, the Task Force members experienced model arts magnet schools at the elementary and secondary levels, saw evidence of model community arts partnerships, and observed another system that provides the resources and personnel necessary to support excellence in arts learning.
- At McEver Arts Academy, the Task Force visited a school that provides a model for whole school reform through arts integration, in partnership with ArtsNow.
- At Drew Charter School, the Task Force observed one of the few schools that has successfully implemented a STEAM curriculum, in part through meaningful partnerships with Georgia State University and Georgia Tech.
- At Twin Oaks Elementary and Lee County High School, the Task Force was introduced to a model elementary afterschool theatre program and an award-winning high school theatre program.
- At the Carlos Museum, the Task Force experienced a model museum education program that serves numerous schools, heard from guest speakers about model teaching artist programs, and discovered model community arts education programs implemented by Atlanta Ballet, Alliance Theatre, and Atlanta Music Project.

As the Task Force articulated on several occasions during this process, part of the solution to improve access to quality arts learning opportunities in Georgia is to expand and replicate the models and best practices already present in our state.

## Recommendations

The following recommendations represent the culmination of the work of the Arts Learning Task Force over the past year. The recommendations are organized into four themes, with four recommendations applicable to each theme.

### I. Access to Arts Learning

- 1) Requiring arts learning access and credits
- 2) Expanding access to arts instruction
- 3) Federal funding for arts learning
- 4) Measuring access to arts learning

### II. Quality Arts Instruction

- 5) Certified arts educators
- 6) Pre-service training in the arts
- 7) Professional development and resources for arts educators
- 8) Assessment and evaluation tools for arts educators

### III. Support for Effective Arts Learning

- 9) State leadership
- 10) School and district leadership
- 11) Student, parent, and teacher engagement
- 12) Facilities, supplies, equipment and resources

### IV. Resourceful and Innovative Approaches to Arts Learning

- 13) Community collaboration and involvement
- 14) Artists and teaching artists
- 15) Arts integration
- 16) STEAM (Science, Technology, Engineering, Arts and Math)

Implementation of these recommendations will represent the state's commitment to ensuring that all PreK-12 students in Georgia public schools have access to quality arts instruction. Based on what we know about the immense benefits of arts learning, Georgia students need arts instruction in order to achieve a complete education.

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## A Note on Terminology

In the recommendations, a number of terms are used that may need clarification for the reader unfamiliar with the language of arts learning. For the purposes of this report, the term “arts” or “the arts” or “fine arts” refers to the four arts disciplines traditionally taught in schools – visual art, music, theatre or drama, and dance. The term “arts education” refers to Pre-K-12 arts classes. The term “arts instruction” refers to formal arts training, which may occur in or out of school. The term “arts learning” refers to all forms of arts instruction which may take place in or out of school, and which may be formal or informal. The term “arts instructors” refers to all of those responsible for delivering arts instruction, regardless of their specific qualifications. The term “arts educators” refers to arts instructors who are certified to teach in their specific arts subject area.

## I. Access to Arts Learning

### 1) Requiring Arts Learning Access and Credits

*Develop and implement policies to increase access to arts learning for Georgia students, including requirements for access to arts learning in elementary schools and middle schools, and requirements for course credits in the fine arts for high school graduation and college admission.*

- **Require access to arts learning opportunities in every Georgia public school.**
  - The academic and personal benefits of arts learning are enormous. In addition, the arts are key to developing skills in creativity, which is an essential 21st-century skill and crucial for career readiness. Georgia students need access to arts learning opportunities to provide a holistic education and to help them be competitive with students graduating from schools in other states and countries. That is why, even in the current environment of shifting education models and increasing flexibility on the local level, the Task Force recommends requiring access to arts learning opportunities in every Georgia public school.
  - The fine arts are defined as a core subject in both state and federal education legislation.
    - *List of State Funded Subjects/Courses: [The listing identifies courses in dance, music, theater, and visual arts as “core”.] (GA COMP. RULES & REGS. r. 160-4-2-.20)*
    - *The definition of core subjects under the current Elementary and Secondary Education Act (ESEA) is located in Title IX, Part A, Section 9101. (1)(D)(11), Definitions. CORE ACADEMIC SUBJECTS - The term ‘core academic subjects’ means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.*
  - Forty-five states require access to arts instruction in their public schools, including the states of Florida, Louisiana, North Carolina, South Carolina, Tennessee, and Texas.
  - However, existing Georgia policy makes arts instruction optional.
    - *The local units of administration (LUAs) shall provide opportunities at the discretion of the student and his/her parents/guardians for the student to master these competencies: 2. Fine Arts. (GA COMP. RULES & REGS. r. 160-4-2-.01)*
- **Require 90 minutes in arts instruction for each student each week at the elementary school level, including 45 minutes each week in visual art and 45 minutes each week in performing arts (music, theatre/drama, and/or dance) in Georgia public elementary schools.**
  - Requiring a minimum number of contact hours in arts instruction follows the precedent of requiring a minimum number of minutes of health and PE instruction, with 90 minutes of instruction each week required in Georgia.
    - *Georgia Code 20-2-142 requires the State Board of Education to prescribe a course of study in health and physical education for all grade levels.*
    - *Code 20-2-776 (2009) requires each local school system to provide at least the minimum instruction in physical education required by the State Board of Education in Code 20-2-142.*
    - *State Board of Education Rule 160-4-2-.12 (2011) requires local boards to develop and implement an accurate comprehensive health and physical education program that includes motor skills, physical fitness, and lifetime sports. The rule further requires 90 hours of contact instruction in physical education and health for students in grade K-5 and be made available for students in grades 6-12.*

- **Require access to fine arts classes in all Georgia public middle schools.**
  - Arts learning opportunities are frequently unavailable at the middle school level, even when school systems offer arts classes at both the elementary and high school levels.
  - This gap in arts instruction between elementary and high school has a negative impact on the number of students that enroll in arts classes at the high school level. For students who do enroll in high school arts classes, if they have not had arts learning opportunities in middle school, then they have lost momentum and continuity in their skill and knowledge development.
  
- **Require access to fine arts classes in all Georgia public high schools.**
  - While most high schools offer courses in visual art and music, there are still high schools in the state that do not offer access to arts learning opportunities for their students.
  
- **Require one fine arts credit for high school graduation.**
  - Requiring one fine arts credit for high school graduation follows the precedent of requiring a health and PE credit for high school graduation.
    - *State Board of Education Rule 160-4-2-.47 (2002) requires high school students to complete one unit of Health and Physical Education (out of 22 units) in order to graduate.*
  - Twenty-six states, including Florida, Louisiana, Tennessee, and Texas, require students to earn at least one credit in the fine arts for high school graduation.
  - Current Georgia policy makes arts credits optional for high school graduates.
    - *All state-supported high schools shall make available to all students the programs of study for the required High School Diploma and for the College Preparatory and Vocational Education Endorsements. [This includes] Carnegie units in Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language. [The requirement varies by degree/endorsement with 1 unit required for CPE, 1 unit required for VE, and 3 units required for the HSD.] (GA COMP. RULES & REGS. r. 160-4-2-.06)*
  - The current high school graduation requirements should be adjusted to require one credit in the fine arts by adjusting the Computer Technology/Vocational Education/JROTC/Foreign Language requirement to two credits, or by shifting elective credits from four to three.
  
- **Require one fine arts credit for admission to Georgia public colleges and universities.**
  - Fourteen states, including Arizona, Kentucky, Louisiana, Missouri, South Carolina, Tennessee, and West Virginia, require students to have at least one high school fine arts credit in order to be admitted to their respective state colleges and universities.
  - The college admission requirement of one fine arts credit would work in tandem with the one fine arts credit requirement for high school graduation for Georgia students.

## 2) Expanding Access to Arts Instruction

*Provide expanded access to arts instruction by ensuring that certified arts educators are in every Georgia public school and by expanding access to arts instruction through the Georgia Virtual School.*

- **Ensure that there are certified arts educators in every Georgia public school.**
  - Employing a certified arts educator is an essential component to delivering arts learning opportunities in visual art, music, theatre/drama, and dance.
  - The need for certified arts educators is especially dire in rural and poor schools.
  - The State of Georgia should allocate funds for one arts instructor per 450 students. A similar funding formula is currently used to provide media specialists (1 full-time media specialist mandated for base-size schools and larger – 450 students for elementary schools, 624 students for middle schools, and 970 students for high schools) and guidance counselors (1 full-time guidance counselor mandated for every 450 students) in Georgia public schools.
  - For schools that already employ visual art and music instructors, funding arts instructors should create an opportunity for schools to add theatre/drama and/or dance instructors. A majority of Georgia public schools offer visual art (81%) and music (87%), while many fewer schools offer theatre/drama (24%) or dance (11%). Providing expanded opportunities in theatre/drama and dance will help prepare students to work in the growing Georgia creative industries.
  
- **Incorporate [Georgia Virtual School](#) (GAVS) as a means to implement course requirements in the arts and to reach areas underserved in arts learning.**
  
- **Ensure that the new GAVS fine arts program specialist works with the Georgia Department of Education Curriculum and Instruction Division fine arts program specialist to develop GAVS curriculum for each arts discipline – visual art, music, theatre/drama, and dance.**

## 3) Federal Funding for Arts Learning

*Ensure that Georgia schools and districts are informed about the eligibility of federal funding to provide access to arts learning, including Title I, Title II, After School and Extended Learning, Preschool Development Grants, and Arts Education Grant funds.*

Research conducted at the state and national levels demonstrates that students from low income backgrounds and underserved populations have less access to arts learning opportunities in their schools. Using available federal funds can help close the gap in access to arts learning for schools in low-income neighborhoods and underserved communities.

- **Title I – Disadvantaged Children**
  - Encourage eligible schools to use arts education in [Title I](#) programs which serve disadvantaged students.
  - Encourage eligible schools to utilize the arts as part of school turnaround strategies.
  - One successful example of arts learning used as the basis for turnaround school strategies is the [Turnaround Arts Initiative](#) implemented by the President’s Committee on the Arts and Humanities. The program model includes arts classes, arts integration, and teaching artists among their strategies. Program impacts have included increases in math and reading proficiency, overall academic improvement, higher rates of attendance, decreased rates of discipline problems, and positive trends for broader school improvement indicators.

- **Title II – Teacher Training**
  - Encourage eligible schools to provide training to arts specialists and help obtain licensure for arts teachers with [Title II](#) funds. Relevant federal programs include [Improving Teacher Quality State Grants](#) (Title II, Part A) and [Teacher Quality Partnership Grant Program](#) (Title II, Part C).
- **After School and Extended Learning Programs**
  - Encourage eligible schools to incorporate the arts as part of their afterschool and/or extended learning programs through the [21st Century Community Learning Centers program](#).
- **Preschool Development Grants**
  - Encourage eligible schools to incorporate the arts as an approach to preschool learning. States using [Preschool Development Grants](#) funding are required to include the arts as an approach to learning in state-funded preschool programs for low-income children.
- **Arts in Education – Model Development and Dissemination Grants**
  - Encourage schools to develop appropriate model arts education programs and apply for [Arts in Education – Model Development and Dissemination Grants](#) through the U.S. Department of Education.
- **Arts in Education – Professional Development for Arts Educators**
  - Encourage schools to develop appropriate model professional development programs for arts educators and apply for [Arts in Education – Professional Development for Arts Educators](#) through the U.S. Department of Education.

#### **4) Measuring Access to Arts Learning**

*Collect and make available data on access to arts learning for K-12 public schools statewide. Improving access to arts learning requires collecting information over time about what schools offer arts learning opportunities, what types of opportunities they offer, and measures of quality for those opportunities.*

- Collect and report data on access to arts classes, arts instructors, arts integration, teaching artists, and other means by which students have access to arts instruction including subject areas taught, student enrollment, and number of minutes each week and/or number of hours each year that students receive arts instruction.
- Collect and report data on access to supplementary arts learning programs, such as arts integration, STEAM (Science, Technology, Engineering, Arts and Math), afterschool programs, teaching artists, artist residencies, arts assemblies, field trips, community arts programs, and gifted programs in the arts.
- Collect and report data on the quality of arts instruction, including arts instructor qualifications, adherence to standards, adherence to a sequential and ongoing curriculum, student learning assessment, teacher evaluation, and instructor professional development.

- **Collect and report data on access to the arts for students in high-poverty and rural schools.**
  - In general, a high percentage of Georgia public schools provide access to visual art and music instruction for their students; however, significantly fewer Georgia public schools in high poverty and rural areas of the state offer visual art or music. (*Arts Education in Georgia*)
- **Collect and report data on the number of schools that lost teaching positions in the arts during the recession.**

## II. Quality Arts Instruction

### 5) Certified Arts Educators

*Ensure that certified arts educators teach all arts classes in Georgia public schools and ensure that rigorous requirements are in place for the certification process in all four arts disciplines – visual art, music, theatre/drama, and dance.*

- **Require that certified arts educators teach all arts classes offered in K-12 public schools.**
  - Certified arts educators are necessary to deliver quality arts instruction that follows a sequential and ongoing curriculum based on state standards.
  - Hiring a certified arts instructor is already a requirement if the position is state funded; however, a number of schools fund arts instructors through alternative sources and may or may not hire certified arts instructors for those positions.
  - The major funding sources for arts learning programs in Georgia public schools include the district, arts fund raisers, the PTA/PTO, the school budget, and individual contributions. (*Arts Education in Georgia*)
  - Provide funding or other resources to help schools hire certified arts educators and/or help existing arts instructors become certified if they are not already.
- **Create a Georgia Assessments for the Certification of Educators (GACE) certification assessment for theatre/drama and dance teachers.**
  - Currently, there is a GACE teacher certification assessment for visual art and music, but there is no GACE certification assessment for theatre/drama or dance teachers.
    - *The process for certification is established in [Certification Rule 505-2-.26](#).*
  - Compared to the regional average, Georgia public school arts instructors are sufficiently qualified, although in the disciplines of theatre/drama and dance there is room for improvement. (*Arts Education in Georgia*)
  - In order to improve access to and quality of theatre/drama and dance instruction in Georgia, the Task Force recommends that the [Georgia Professional Standards Commission](#) develop a teacher certification assessment for theatre/drama and dance.
- **Require all certified arts teachers to demonstrate skills in the arts content area in which they want to teach, including a portfolio review and a rigorous exit exam in their arts content area. This should be in addition to the current requirement to pass GACE.**

### 6) Pre-Service Training in the Arts and Arts Integration

*Ensure that arts learning is part of the core training in pre-service learning for all teachers, including both arts educators and non-arts classroom teachers.*

- **Ensure that arts learning is part of the core training in pre-service learning for all teachers.**
  - Thirty-four states, including Florida, Louisiana, North Carolina, South Carolina, and Tennessee, include the arts as part of their licensure requirements for non-arts classroom teachers.
  - The licensure requirement should include arts educators in all discipline areas.
  - The licensure requirement should also include an arts education and/or arts integration requirement for classroom teachers. Potential options include arts education or arts integration for all elementary school teachers, and arts education or arts integration for all non-arts middle school and high school teachers.

### **7) Professional Development and Resources for Arts Educators**

*Provide professional development and curriculum resources for arts educators, including both online and in-person options.*

- **Provide professional development for arts educators, including both online and in-person options, and funding to participate in those programs.**
  - Professional development opportunities may include workshops, conferences, mentoring, tutoring, and/or peer professional development.
  - Potential partners include the Georgia Department of Education, Georgia Professional Standards Commission, University System of Georgia, Technical College System of Georgia, Governor’s Office of Student Achievement, and Georgia Regional Education Service Agency (RESA).
- **Encourage school systems to take advantage of existing professional development opportunities by sending their arts educators to conferences held around the state which are appropriate to their respective subject areas.**
  - Existing arts learning-specific conferences in Georgia include the [Woodruff Arts Center Educator Conference](#), the [Savannah College of Arts & Design \(SCAD\) Educator Forum and Advanced Placement Institutes](#), and the annual conferences held by the [Georgia Art Education Association](#), [Georgia Music Educators Association](#), [Georgia Thespians](#), and the [Georgia Association for Health, Physical Education, Recreation and Dance](#).
- **Provide online resources for arts educators in all subject areas.**
  - Online resources for arts educators may include curriculum-based arts learning resources aligned with standards, a tool for sharing arts learning lesson plans across the state, and/or a central website to share best practices statewide.

### **8) Assessment and Evaluation Tools for Arts Educators**

*Ensure that arts educators in each subject area have available and use uniform statewide teaching evaluation and student learning assessment measures designed for arts subject areas.*

The arts are both skills-based and knowledge-based subject areas; therefore, there is a need for models of teacher evaluation and student learning assessment that are specifically designed for the arts subject areas of visual art, music, theatre/drama, and dance.

Local school districts are required to develop Student Learning Objectives (SLOs) for all non-tested content areas including all K-8 subjects and 9-12 courses from the four areas of the fine arts. Data

collected from this accountability system provides information regarding student achievement in the non-tested subjects and courses.

- o The Student Growth and Academic Achievement component of the Teacher Keys and Leader Keys Effective Systems consists of Student Growth Percentiles (SGPs) and SLOs.
  - o Approximately 70-75% of all teachers teach non-tested subjects for at least some portion of the instructional day.
  - o For teachers of non-tested subjects, this component consists of the Georgia Department of Education (DOE) approved SLO utilizing local education agency (LEA) identified growth measures. For additional information and resources related to SLOs, please visit the [SLO webpage](#).
- **Ensure that arts educators in each subject area have teaching evaluation measures that are the same statewide and which are designed specifically for arts subject areas. Include arts learning work before and after school as part of the evaluation of arts educators.**
  - **Ensure that arts educators in each subject area use student learning assessment measures that are the same statewide and which are designed specifically for arts subject areas.**
  - **Provide online resources for arts educators that include model teacher evaluation and learning assessment tools specific to arts subject areas.**

### ***III. Support for Effective Arts Learning***

#### **9) State Leadership**

*Create and fill a fine arts program specialist position in the Curriculum and Instruction Division at the Georgia Department of Education and provide leadership to improve arts learning opportunities statewide.*

- **Create and fill a Fine Arts Program Specialist position in the [Curriculum and Instruction Division at the Georgia Department of Education](#).**
  - o This position has not been filled in Georgia for two decades. In order to effectively improve access to and quality of arts learning in Georgia, a qualified professional in this position is greatly needed. Thirty-six states, including Florida, North Carolina, and Texas, employ someone in this specific role at their department of education or department of public instruction.
- **Encourage the DOE, Georgia Council for the Arts, and other relevant agencies to work together to develop a collaborative strategy to implement the recommendations of the Arts Learning Task Force.**
- **Encourage collaboration among statewide arts education organizations, including cooperation with other statewide education organizations.**
- **Convene key people around important issues and/or gaps in arts learning.**
  - o Participants should include school and district administrators, arts instructors, teaching artists, arts organization leaders, foundation leaders, business leaders, education leaders, parent leaders, and government leaders. This convening will provide opportunities to share best practices, develop new ideas, and collaborate.

## 10) School and District Leadership

*Encourage leadership at the school and district levels to implement best practices that allow for student access to arts learning, including lead arts teachers and fine arts coordinators, collaboration to share best practices, training for school and district leadership, and implementing school structures that support effective arts learning opportunities.*

During the Task Force process, it became clear that there are a variety of obstacles outside of the classroom that make it difficult for schools to provide arts learning opportunities for their students and to maximize the effectiveness of their arts instruction. Therefore, the Task Force recommends ensuring that schools and districts provide leadership to support effective arts learning by considering the following suggestions and their impact on providing access to quality arts learning for their students. These suggestions are based on model programs for arts learning and adjustments that those schools and systems have made to allow for arts learning opportunities. The state should consider providing financial incentives for schools and districts that adopt these recommendations.

In a recent survey, Georgia public school principals identified the three greatest obstacles to providing arts education for their students: budget constraints, competing priorities, and time in the school day. (*Arts Education in Georgia*)

- **Encourage school systems without lead arts teachers to replicate the structure of lead arts teachers found within other school systems.**
  - Ensure that there is a lead arts teacher in every school system. An example of this structure exists in Gwinnett County Public Schools.
  - Encourage systems to charge their fine arts coordinator and/or lead arts teachers with coordinating professional development for arts educators in every school. Examples of this structure exist in Georgia, including in the Cobb County School System and Savannah-Chatham County Public School System.
  
- **Encourage collaboration across schools within school systems and between school systems to share best practices for arts learning, including among district fine arts coordinators throughout the state.**
  
- **Encourage school and district leaders to:**
  - Understand the benefits of arts learning, including improvements in student engagement, academic performance, literacy, brain development, social development, and college and career readiness.
  - Understand that the arts are a core subject as defined in both state and federal education legislation.
  - Understand why arts learning should be a priority.
  - Manage their budgets to make arts learning opportunities available.
  - Structure the school day to allow for arts learning opportunities during school.
  - Structure arts instructor schedules to account for teaching load and planning time.
  - Ensure that maximum class sizes for the arts do not exceed the recommended number of students (maximum of 33 students per class K-8; maximum of 35 students per class 9-12; maximum of 80 students per class in choral music; maximum of 100 students per class in instrumental music).
  - Ensure that arts classes are treated with the same professionalism and respect that classes in other subject areas receive.

## 11) Student, Parent, and Teacher Engagement

*Encourage students, parents, and teachers to engage in arts learning by making available information about the benefits of arts learning, the role of arts learning in career readiness, career choices in creative fields, and by involving parents more in the arts learning process.*

- **Ensure that students, parents, and teachers are informed about the academic benefits of arts learning, the important role of arts learning in career readiness, and the available career choices in creative fields.**
  - Develop an arts learning-based website aligned with the Georgia Department of Education where Georgians can access information. Parents can then be guided to that website for information.
  - Inspire students to take courses in the arts by giving students the aspiration to think about the arts as part of their education and job preparation, including 21st-century skills such as creativity, innovation, problem solving, and project-based learning.
  - Promote [Georgia Fine Arts Pathways](#) and their links to jobs. Some ways to promote fine arts pathways include promoting pathways that have a direct overlap with the arts, such as graphic design. In addition, there may be overlap between arts standards and Career, Technical and Agricultural Education (CTAE) standards. For example, the overlap of standards could be explored for visual art and CTAE areas such as animation, graphic design, and architectural drawing and design. This could allow arts courses to overlap with CTAE courses.
  
- **Encourage parents to become more engaged in arts learning.**
  - Encourage the support and involvement of parents for arts learning in all schools.
  - Share best practices among schools for parent engagement through the arts.
  - Share curriculum resources among schools for supplementary instruction by parents.

## 12) Facilities, Supplies, Equipment, and Resources

*Ensure that schools have adequate facilities, supplies, and equipment to make arts learning available to their students and adequate resources to supplement arts classes through visiting artists, arts assemblies, field trips, and extended learning time.*

- **Ensure that schools have adequate facilities to deliver quality arts instruction, including facilities appropriate for instruction in visual art, music, theatre/drama, and dance.**
  
- **Ensure that schools have adequate supplies and equipment to deliver quality arts instruction in visual art, music, theatre/drama, and dance.**
  - One of the top three most helpful factors that principals identified to improve arts learning at Georgia public schools is the availability of arts supplies or equipment. (*Arts Education in Georgia*)
  
- **Ensure that schools have adequate resources for visiting artists, arts assemblies, arts field trips and transportation.**
  - In addition to arts instruction and arts integration, supplemental arts enrichment is important to deliver well-rounded arts learning opportunities. The top six supplemental arts programs employed by Georgia public schools are field trips, after school programs, arts integration, visiting artists, community arts programs, and gifted programs in the arts. (*Arts Education in Georgia*)

- **Ensure that schools have adequate resources for before and after school opportunities in the arts.**
  - The benefits of extended learning time are well documented. Expanded arts learning opportunities help schools improve academics and provide a well-rounded education for their students.
  - Arts educators should be adequately compensated for their required work with students before and after school.

## **IV. Resourceful and Innovative Approaches to Arts Learning**

### **13) Community Collaboration and Involvement**

*Provide resources for administrators and teachers to develop community partnerships to support arts learning, including strategies, training, model programs, asset mapping, and funding.*

- **Encourage schools to seek partners in arts learning, including businesses, artists, arts organizations, and colleges and universities.**
  - Match assets in arts industries and businesses with needs in arts education to provide additional resources for arts learning opportunities.
  - Encourage greater community involvement and collaboration between schools and local artists, teaching artists, community arts organizations, and colleges and universities.
- **Provide professional development to teachers and administrators for effective community arts partnerships, including a guide for superintendents and principals to develop effective community arts partnerships.**
- **Encourage schools to adopt model programs to engage the community through arts learning programs. Example models include student performances, school showcases, “[A Night of the Arts](#),” and “[Kaleidoscope](#).”**
- **Conduct community asset mapping for arts learning partnerships, including artists, arts organizations, teaching artists, professional development opportunities, RESA, and other potential community partners to help implement arts learning at the local level.**
- **Provide funding for arts learning programs produced by arts organizations.**
  - One of the top three most helpful factors that principals identified to improve arts learning at Georgia public schools is increased funding for community and state arts organizations that support school arts programs. (*Arts Education in Georgia*)

### **14) Artists and Teaching Artists**

*Encourage schools to incorporate local artists and teaching artists as part of arts learning in collaboration with educators and help develop a robust field of teaching artists available and ready to work with schools.*

One of the most effective ways to make the arts come alive for students is to invite a teaching artist into the classroom for a residency. Contact with working artists allows students to encounter their world of work, their work habits, potential career fields, and often a higher level of artistic quality. These encounters frequently inspire students to improve the quality of their own work to

the next level and helps them envision career paths in the arts. In addition, well-trained teaching artists can help improve the academic experience for students through arts curriculum and arts integration. The field of teaching artists in Georgia has recently experienced significant change with the discontinuation of the state's most prolific booking organization for teaching artists which has created an urgent need to take action on this recommendation.

- **Encourage schools to incorporate local artists and teaching artists as part of arts learning in collaboration with educators.**
  
- **Develop a robust, statewide community of teaching artists and invest in skills and training to develop curriculum-based arts learning for teaching artists in Georgia.**
  - Provide training and professional development for teaching artists to integrate curriculum in other subjects with arts instruction, and to integrate arts curriculum with instruction in other subjects.
  - Provide broad training for teaching artists, including business models; skills in the arts, teaching, and instruction based on standards and a sequential, ongoing curriculum; ongoing professional development; and mentorship.
  - Allow for teaching artist-driven training and professional development.
  - Create a dedicated conduit and mechanism to connect teaching artists to schools.
  - Provide funding to support teaching artist programs and residencies.

### **15) Arts Integration**

*Encourage administrators and teachers to integrate the arts in the classroom through standards-based curriculum resources, training and professional development, best practices from model programs, and funding.*

The most available supplementary arts education programs in Georgia are field trips, after school programs, and arts integration; however, the percentage of Georgia public schools implementing arts integration is below the regional average. (*Arts Education in Georgia*)

In addition, one of the top three most helpful factors that principals identified to improve arts learning in Georgia public schools is training in integrating the arts into other subjects. (*Arts Education in Georgia*)

An arts integrated curriculum is not intended to replace arts instruction. Rather, it supplements and complements arts instruction and instruction in other subject areas. The arts can be integrated into any subject matter, including STEM subjects, language arts, social studies, and all core curriculum areas.

- **Encourage teachers in other subject areas to use arts-based strategies to teach state-adopted standards.**
  
- **Provide curriculum resources and classroom strategies to connect state standards in other subject areas with the arts, including sharing existing models and developing new resources.**
  
- **Provide professional development and training in arts integration for classroom teachers, arts educators, and teaching artists.**
  - Ensure that educators understand the importance of the arts as a necessary skill set.

- Provide funding for teacher training, including substitute teachers, registration, and compensation for their time.
- Expand the Arts Integration Technical Certificate of Credit program throughout the [Technical College System of Georgia](#) and the [University System of Georgia](#).
- Provide professional development and training in arts integration for school leaders, including principals, superintendents, fine arts coordinators, and other administrators.
- Encourage schools and teachers to implement model characteristics which are common to all quality arts integration programs:
  - Engage students in real-world problem solving and project-based learning.
  - Explore opportunities to partner with community arts organizations.
  - Explore opportunities to partner with colleges and universities.
  - Encourage common planning time for teachers.
  - Encourage relevance to the culture of today's students.
  - Encourage training and support for use of school technology.
- Create and fund a statewide arts integration program that adapts elements from successful arts integration models, such as [ArtsNow](#) in Georgia; A+ Schools in [Arkansas](#), [Louisiana](#), [North Carolina](#), and [Oklahoma](#); [Whole Schools Initiative](#) in Mississippi; the President's Committee on the Arts and Humanities [Turnaround Arts Initiative](#); [Big Thought](#) in Dallas; and [Collaborations: Teachers and Artists](#) (CoTA) in San Diego.
- Provide funding to implement arts integration programs.

#### **16) STEAM (Science, Technology, Engineering, Arts and Math)**

*Encourage administrators and teachers to integrate the arts in STEM classes through standards-based curriculum resources, training and professional development, best practices from model programs, and funding.*

The trend toward STEM (Science, Technology, Engineering and Math) education is driven by current trends in business and industry; however, students emerging from STEM programs that do not incorporate arts learning often lack the creativity desired by companies for their employees.

The STEAM model was developed as a solution to this creativity deficit. The arts can be integrated into any subject matter, including STEM subjects.

As mentioned in the previous recommendation, an arts integrated curriculum is not intended to replace arts instruction, whether it is employed in STEM or other subject areas. Rather, it supplements and complements arts instruction and instruction in other subject areas.

- Encourage schools and teachers to implement the [STEAM](#) model by seeking opportunities to integrate the arts with engineering, design, architecture, technology, robotics, mathematics, biology, physics, and chemistry.
- Encourage STEAM schools and teachers to implement model characteristics which are common to all quality arts integration programs.
  - Engage students in real-world problem solving and project-based learning.
  - Explore opportunities to partner with community arts organizations.

- o Explore opportunities to partner with colleges and universities.
  - o Encourage common planning time for teachers.
  - o Encourage relevance to the culture of today's students.
  - o Encourage training and support for the use of school technology.
- **Encourage coordination between the fine arts program specialist and STEM coordinator at the Georgia Department of Education to provide leadership to encourage the development of STEAM programs.**
    - o Create a STEAM advisory council.
    - o Organize and host a statewide STEAM summit.
    - o Provide funding to implement STEAM programs.
    - o Encourage STEAM partnerships between schools, community arts organizations, and colleges and universities.
    - o Provide professional development and resources specific to STEAM.
      - Professional development in the STEAM approach.
      - Networking for instructors working with STEAM.
      - Curriculum models for STEAM.
      - Exemplary STEAM lesson plans.

# Appendix A: Arts Learning Task Force Executive Order



## THE STATE OF GEORGIA

### EXECUTIVE ORDER

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BY THE GOVERNOR:

- WHEREAS:** The State of Georgia intends to be a leader in education innovation; and
- WHEREAS:** Creativity has become essential to our work and lives in the 21<sup>st</sup> century; and
- WHEREAS:** Students need to develop 21<sup>st</sup> century skills to make them globally competitive and culturally literate to succeed in the innovation economy; and
- WHEREAS:** Arts education has been successfully implemented by other states to raise the achievement level of students and improve workforce skills; and
- WHEREAS:** The State of Georgia must attract businesses to help maintain its vibrant economy; and
- WHEREAS:** Businesses depend on the education system to produce candidates that are college and career ready; and
- WHEREAS:** Creative thinking and innovation must be an increasing part of our education system to ensure college and career ready students; and
- WHEREAS:** American education has not yet embraced the power of creativity and the arts to maximize student engagement, academic achievement, workforce readiness, and lifelong learning.

**NOW, THEREFORE, PURSUANT TO THE AUTHORITY VESTED IN ME AS GOVERNOR OF THE STATE OF GEORGIA, IT IS HEREBY**

- ORDERED:** That an Arts Learning Task Force is hereby created to make recommendations to prepare the state to effectively improve the educational achievement and attainment of students through the creation of robust arts learning environments, which may include discipline-based arts education and arts integration.

**IT IS FURTHER**

**ORDERED:** That this task force will further provide recommendations and support the state's position in research and development related to and arising out of the integration of arts education into K-12 classrooms, including an examination of existing model arts education initiatives within Georgia and the experiences of other states and school districts.

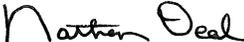
**IT IS FURTHER**

**ORDERED:** That the task force shall include 16 members, to be named by the Governor, which will include two school district superintendents, two school principals, two teachers, two arts leaders, two business leaders, two state-level education leaders, one teaching artist, one foundation leader, one parent, and one state government representative.

**IT IS FURTHER**

**ORDERED:** That the Georgia Department of Economic Development's Georgia Council for the Arts will be the administrative entity for the Arts Learning Task Force.

This 11<sup>th</sup> day of June, 2014.

  
\_\_\_\_\_  
GOVERNOR

## Appendix B: Arts Learning Task Force Meeting Details

### *Overview of Arts Learning in Georgia*

Georgia Department of Economic Development, Penthouse Conference Room, 75 Fifth St NW, Atlanta

Tuesday, August 26, 2014

10:00 am – 2:00 pm

[Agenda](#)

[August Meeting Minutes](#)

### *Overview of State Arts Policies and Arts Instructor Preparation*

Georgia Department of Education, Floyd Veterans Memorial Building, Suite 2056, 205 Jesse Hill Jr. Drive SE, Atlanta

Thursday, September 18, 2014

10:00 am – 2:00 pm

[Agenda](#)

[September Meeting Minutes](#)

### *Overview of Discipline-Based Arts Instruction and Introduction to Arts Integration*

North Gwinnett High School, 20 Level Creek Road, Suwanee, GA 30024

Tuesday, October 28, 2014

10:00 am – 2:00 pm

[Agenda](#)

[October Meeting Minutes](#)

### *Overview of Arts Magnet Schools, Arts Partnerships, and After School Arts Programs*

Garrison School of Visual and Performing Arts, 649 W. Jones St., Savannah, GA 31401

Savannah Arts Academy, 500 Washington Ave, Savannah, GA 31405

Monday, November 17, 2014

9:00 am – 2:00 pm

[Agenda](#)

[November Meeting Minutes](#)

### *Overview of Arts Academies and Arts Integration Models*

McEver Arts Academy, 3265 Montgomery Dr., Gainesville, GA 30504

The Arts Council, 331 Spring St. SE, Gainesville, GA 30501

Friday, December 12, 2014

10:00 am – 2:00 pm

[Agenda](#)

[December Meeting Minutes](#)

### *Overview of STEAM Model and College/University Partnerships*

Drew Charter School, 301 East Lake Boulevard SE, Atlanta, GA 30317

Wednesday, January 14, 2015

10:00 am – 2:00 pm

[Agenda](#)

[January Meeting Minutes](#)

***Overview of Museum Education, Teaching Artists, and Arts Learning at Community Arts Organizations***

Michael C. Carlos Museum, Emory University, 571 South Kilgo Circle NE, Atlanta, GA 30322  
Thursday, February 19, 2015  
10:00 am - 2:00 pm

[Agenda](#)

[February Meeting Minutes](#)

***Overview of Arts Learning in Rural Schools, Model Drama Programs, and Principal Perspectives on Arts Learning***

Twin Oaks Elementary School, 240 Smithville Road North, Leesburg, GA 31763  
Lee County High School, 1 Trojan Way, Leesburg, GA 31763  
Wednesday, March 11, 2015  
10:30 am - 2:30 pm

[Agenda](#)

[March Meeting Minutes](#)

***Statewide Perspectives from the DOE and Arts Educators; Review Task Force Process and Present Draft of Recommendations***

Georgia Department of Education, Floyd Veterans Memorial Building, Suite 2056, 205 Jesse Hill Jr. Drive SE, Atlanta  
Tuesday, April 28, 2015  
10:00 am - 2:00 pm

[Agenda](#)

[April Meeting Minutes](#)

***Finalize Recommendations and Approve Final Report***

Georgia Department of Economic Development, Penthouse Conference Room, 75 Fifth St NW, Atlanta  
Wednesday, June 3, 2015  
10:00 am - 12:00 pm

[Agenda](#)

[June Meeting Minutes](#)

## **Appendix C:** **Arts Learning Task Force Working Groups**

In addition to monthly meetings and site visits, the members of the Arts Learning Task Force participated in the following Working Groups, which met by conference calls to craft and revise the recommendations relevant to their specific areas of expertise.

### **State Policies and Resources**

Ann W. Cramer  
Helen Rice  
Pam Smith  
John White

### **Arts Instructor Policies and Resources**

Karen Hallacy  
Atiba Mbiwan  
Woody Leonard  
Debi West

### **School and District Policies and Resources**

Shawn N. Bender  
Dr. Amy Duke  
Dr. Molly Howard  
Dr. Thomas Lockamy

### **Arts Organization and Artist Policies and Resources**

Pam Beagle-Daresta  
Lisa Love  
Charisse M. Williams  
Gladys Wyant

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[Afterschool in Action: Innovative Afterschool Programs Supporting Middle School Youth](#)

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[The Arts and Education Reform: Lessons from a 4-year Pilot of the A+ Schools Program](#)

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[Arts Education in Georgia: Public School Data and Principal Perspectives](#)

[Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-2010](#)

[Arts Education in the South, Phase II: Profiles of Quality](#)

[Arts Education Policies in Georgia](#) (website)

[Arts Integration: Overview of Research](#)

[Basic Elements of Strong Professional Development for Teaching Artists](#) (website)

[Cultivating Organizational Creativity in an Age of Complexity](#)

[Drawing to Learn in Science](#)

[Engaging Adolescents: Building Youth Participation in the Arts](#)

[Eric Booth 2012 Commencement Speech for New England Conservatory](#) (website)

[Final Recommendations from Governor Nathan Deal's Digital Learning Task Force](#)

[From Lessons Learned to Local Action: Building Your Own Policies for Effective Arts Education](#)

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[Georgia Fine Arts Standards - Music](#)

[Georgia Fine Arts Standards - Theatre](#)

[Georgia Fine Arts Standards - Visual Art](#)

[The Governor's P-20 Leadership Council Task Force on Arts Education in Maryland Schools  
Executive Summary of the Final Report](#)

[Guidelines for Teaching Artists](#) (website)

[The History of Teaching Artistry](#) (website)

[The Impact of Arts Education on Workforce Preparation](#)

[More than the Sum of Its Parts: Collaboration & Sustainability in Arts Education](#)

[National Core Arts Standards](#) (website)

[Neuroeducation: Learning, Arts, and the Brain](#)

[New Opportunities for Interest-Driven Arts Learning in a Digital Age](#)

[Oklahoma A+ Schools: What the Research Tells Us: 2002-2007](#)

[Preparing Students for the Next America: The Benefits of an Arts Education](#)

[The Qualities of Quality: Understanding Excellence in Arts Education](#)

[Ready to Innovate](#)

[Reinvesting in Arts Education: Winning America's Future through Creative Schools](#)

[Report to the North Carolina General Assembly Comprehensive Arts Education Plan](#)

[Roles of Certified Arts Educators, Certified Non-Arts Educators, & Providers of Supplemental Arts Instruction](#)

[School Transformation through Arts Integration](#) (website)

[Something to Say: Success Principles for Afterschool Arts Programs from Urban Youth and Other Experts](#)

[Selected Findings from the John F. Kennedy Center's Arts in Education Research Study: An Impact Evaluation of Arts-Integrated Instruction through the Changing Education through the Arts \(CETA\) Program](#)

[A Snapshot of State Policies for Arts Education](#)

[STEM to STEAM](#) (website)

[Turnaround Arts Initiative: Progress Report 2013](#)

[What School Leaders Can Do to Increase Arts Education](#)

### **Cover Photo Credits**

(Clockwise from top left)

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Serenbe Playhouse, Chattahoochee Hills  
Springer Opera House, Columbus  
Savannah Music Festival (Ayano Hisa), Savannah  
Youth Ensemble of Atlanta  
Canopy Studio, Athens  
Golden Isles Arts and Humanities Association, Brunswick  
Thomasville Center for the Arts, Thomasville

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