

**Joint Task Force on Creativity, Arts, and Cultural Education
Work Group 4 Teacher Preparation, Professional Development and Higher Education
Meeting Notes May 21, 2004**

- What are the major groups of stakeholders that should be involved in the development of a strategy to harness the potential of creativity, arts and cultural education for impact on learning through teacher education programs and professional development of educators with our State's institutions of higher education?
 1. Individual schools – principles.
 2. University presidents/ deans (leadership).
 3. Practicing artists – other cultural organizations.
 4. Arts education professional organizations:
 - Umbrella org
 - National Arts Education Partnership, etc.
 5. Museums, children's art and science.
 - All content org
 - Michigan science
 - Teachers association, History organizations, etc.
 6. Students/ parents (prospective students).
 7. State Education department.
 8. Schools of education.
 9. Businesses
 10. Teachers groups – UNIONS, MEA, All Content org.
 11. Teacher Educators in theatres.
 10. Teacher Educators.
 11. Students in the art and education (higher education).

- What specific concerns or needs should be addressed in the strategy to harness the potential of creativity, arts and cultural education for impact on learning through teacher education programs and professional development of educators with our State's institutions of higher education?
 1. The hidden and null curriculum.
 2. Integrate practicing artists and teachers of art.
 3. Perception of arts not basic to education: ARTS ARE NECESSARY TO CORE CURRICULUM AND TO LIFE.
 4. Difference bet/ art in residency and training by arts specialists.
 5. "Integrate with integrity" arts education and arts in education – artists in schools as part of spectrum.
 6. Keep arts focused.
 7. Strategies / issues for integrate the arts with academic subjects.
 8. How to deal with bloated program requirements – Requirement for teacher's prep programs needs to be redressed.
 9. Depth vs. Breadth of curriculum - Disconnect bet/ higher ed and K-12 = student teacher opportunities.
 10. Play – link to imagination and creativity.

11. How best to educate imagination K- College.
12. FUNDING! – fund mentoring, teacher prep and student teachers.
13. Issues regarding integrate the arts with academic subjects.
14. Short term art events versus long term sequential arts education.
15. Bloated program – teacher education – general requirements.
16. Arts – basic to education and to life.
17. Communications higher education and k-12.

- What key resource organizations, networks and people should be included in the strategy to harness the potential of creativity, arts and cultural education for impact on learning through teacher education programs and professional development of educators with our State’s institutions of higher education?

1. All prof./ arts organizations.
 - Michigan teachers
 - Faculty in arts disciplines in Higher education.
2. Community arts organization.
3. ASCD – Association for supervision of curriculum dev.
4. National association of music.
5. National arts accrediting organization.
6. College/ university alumni – testify to importance of arts in careers.
7. Higher learning commission.
8. Com. Association of colleges and universities.
9. *Concerted effort to contact and use resources already committed to process.
10. Center for arts and public policy – Michigan – hooks into business.
11. Association of business for the arts – national.
12. Organizations promoting creativity as a value in society –national.
13. Parents

- What best or promising practices could be developed as models to harness the potential of creativity, arts and cultural education for impact on learning through teacher education programs and professional development of educators with our State’s institutions of higher education?

1. Arts –centered education project in S. Carolina Winthrop University.
2. Other state models for teacher prep.
3. Minnesota society of music teacher education – model for communication with arts education for meeting state requirements, implementation issues.
4. Professional dept. partnerships – school based rather than classroom based learning.
5. Project zero.
6. Extant magnet schools in arts/ sciences → Macomb academy for art and science, an example K-12.
7. Foreign models:
 - Canada – integration of arts with core curriculum → music.
 - Hungary
8. Suny Brockwood
9. Arts bridge at UC Irvine.

10. Leslie University of Mass. – M.A. in creative arts and learning.
11. Getty; Kennedy Center arts in education , programs.
12. Deborah Meler – small independent schools within public system.

- What potential strategies and solutions should be considered for intervention and/or implementation over the 12 – 15 months that will harness the potential of creativity, arts and cultural education for impact on learning through teacher education programs and professional development of educators with our State’s institutions of higher education?

RESPONSES TO BOTH QUESTION : 5 & 6

1. Address funding of arts in education in schools. – Long & Short.
 - Educating society re: values of arts in education/ society.
2. The need for NME arts education consultants/ coordinators k-12 - Long
3. Identify and disseminate successful models part of educating citizenry as to value of arts in education. – S&L
4. Models that balance arts as discrete disciplines and arts in service to academics.
5. Image of Michigan – re: accountability of home schooling – L.
6. Do research – disseminating research (authentic) - Short.
7. Communicating research to policy makers – Short.
8. Higher education involvement in boot camps run by professional organizations, etc for teachers – short term.
9. Weak mandate in Michigan for arts – REDRESS THIS! - Task force: short term for looking at other states.
10. Requirements for teachers to include:
 - Art teachers minoring in a science, social science or humanities.
 - Science/ humanities teachers minor in an art.
11. Meaningful assessment in the arts – Long Term.
12. Changing graduation requirement in high school/ college to include an art focus. – Long term.
13. Grants / funding of arts in schools.
14. Identify disseminate successful models – to stakeholders.
15. Research – Important Best Practices / Policy/
16. Higher education involvement- Including new teachers.
17. Special committed study – arts education policy makes instate.
18. Assessment (authentic).

19. Re-instituting arts curriculum directions – system level.

- What potential strategies and solutions should be considered for intervention and/or implementation over the 2 – 3 years to harness the potential of creativity, arts and cultural education for impact on learning through teacher education programs and professional development of educators with our State’s institutions of higher education?
1. The need for NME arts education consultants/ coordinators k-12.
 2. Image of Michigan – re: accountability of home schooling.
 3. Meaningful assessment in the arts.
 4. Changing graduation requirement in high school/ college to include an art focus.
 5. Grants / funding.
 6. Graduation requirements for the arts.
 7. Longer to detail research – disseminate to practitioners.
 8. Special committee to study arts education policy making in other states.
 9. Special committee to study appropriate curriculum in the arts for classroom teachers.
 - 10.