

Arts *&* the Future *of* Education:

REPORT AND NEXT STEPS FROM THE *NATIONAL OVERTURE OF
EDUCATION AND THE ARTS IN NEW MEXICO*



INSTITUTE for EDUCATION and the ARTS
Education Alive!

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INSTITUTE for EDUCATION and the ARTS
Education Alive!

The Institute for Education and the Arts aims to broaden the awareness, understanding and support for teaching through and about the arts to help all children in grades K-12 engage effectively in their learning and to improve achievement in all core subjects.

Arts & the Future of Education:

Report and Next Steps from the *National Overture of Education and the Arts in New Mexico*

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<i>By Donna Power Stowe</i>	

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EXECUTIVE SUMMARY

Arts and the Future of Education: Report and Next Steps from the *National Overture of Education and the Arts in New Mexico*

A Program of the Institute for Education and the Arts

February 2005

Background

The National Overture of Education and the Arts in New Mexico, developed by the Institute for Education and the Arts in cooperation with the Office of the Governor and the New Mexico Public Education Department, included over fifty demonstrations, seminars, roundtables, public discussions and clinics that took place in seven communities between February and May 2004.

The purposes of the *National Overture* program were to:

- Demonstrate the power of the arts to help teach core academic subjects across the spectrum from basic literacy to the most complex math and science
- Develop broad community awareness and support for this initiative to improve academic performance by all students
- Highlight the availability of existing talent and resources that can be used to implement this teaching approach promptly and efficiently in local schools
- Facilitate and coordinate the design of professional development opportunities for educators and arts specialists, leading to sustained actual use of this innovative approach

The participating communities, organizations and schools were chosen in response to interest expressed in developing more extensive integration of the arts across the K-12 curriculum, and in order to demonstrate the applicability of this teaching approach to rural as well as urban communities, and to students from Hispanic, Native American and Anglo cultural backgrounds.

Observations and Need for Action

New Mexico has extraordinary cultural resources, multiple models of effective schools, and broad determination by business, civic and public officials to provide students with the highest quality of education. The fundamental challenges range from high drop-out and low literacy rates, to substantial cultural gaps, to a background sense of despair that often leads at the local level to more-of-the-same efforts while expecting different results. Competitiveness based on a perception of scarcity has impaired essential collaboration.

Improved education is an announced public priority, and increased state financing is being made available to local schools. Recent initiatives by the Governor, State administrative agencies and the legislature, as well as support from the private sector, provide both hope and resources for overcoming current challenges.

Recommendations

Teaching *through* as well as about the arts engages students of all skill levels and from all economic and cultural backgrounds, and improves their academic performance.

We recommend the following steps:

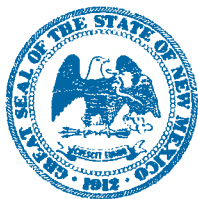
- 1) Establishment of a Statewide Advisory Committee on teaching through the arts, representing:
 - a. Cultural and demographic diversity
 - b. State and local education leadership
 - c. Arts and cultural organizations
 - d. Business and economic development interests
 - e. Professional expertise, especially in math and science areas
 - f. Policy makers and public officials
- 2) Public Dialogues
 - a. Local, regional and statewide forums for regular and frequent public discussion of opportunities and concerns
 - b. Special individual and combined forums for educators, arts organizations, employers, cultural groups and others to raise and address in detail their key needs and interests
- 3) Professional Development on teaching through the arts
 - a. Translating theory into practice, on a sustained and routine basis
 - b. Primarily for educators, arts organizations and subject matter specialists
 - c. Supportive programs for business, civic and community leaders and public officials
 - d. Addressing achievement of academic standards through this process
 - e. Ensuring that implementation responds to local interests and needs

For more details about these observations and recommendations, please see the full “Report and Next Steps from the *National Overture of Education and the Arts in New Mexico*.”

For more information about the Institute for Education and the Arts, please see our website at www.edartsinstitute.org.

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SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

December 20, 2004

Ronald F. Stowe, President
Institute for Education and the Arts
1156 15th Street, Suite 600
Washington, DC 20005

Dear Ron,

It is with great pleasure that I write this letter of support for the National Overture of Education and the Arts in New Mexico. The Public Education Department recognizes the power of the arts to engage students deeply in their own learning process and thereby improve their academic performance. We believe that the arts are a highly effective educational tool for students of all backgrounds. Many New Mexico students come from artistic traditions and cultures that incorporate the arts into daily life.

The National Overture in New Mexico will build on this cultural history, and the Public Education Department's initiatives. It will bring more arts experiences into all our schools in a way that directly supports academics. We look forward to working with the Institute and others as we help teachers and artists develop the ability to use the Teaching Through the Arts approach.

The Institute's establishment of a state-wide advisory committee to ensure broad and effective representation and the establishment of continuing Public Dialogue Forum are critical. The program for professional development focused on translating theory into classroom practice in response to local needs is a step to move arts education forward in our state. New Mexico has a wealth of artistic talent and cultural resources that make it an especially attractive location for a successful initiative. By matching local priorities and needs with New Mexico's rich arts and cultural resources, the National Overture will demonstrate and use the creative arts to improve academic performance in all subject areas in K-12 schools.

I am pleased to see the enthusiasm generated by the Nation Overture activities comes from a broad sector of the New Mexico community. We look forward to working with the National Overture, area business and civic organizations and with the local communities to help make this a permanent part of the education system.

Yours truly,

A handwritten signature in blue ink that reads "Veronica C. Garcia". The signature is written in a cursive style with a large initial "V".

Dr. Veronica C. García,
Secretary of Education

VCG:pep



State of New Mexico
Office of the Governor

Bill Richardson
Governor

December 29, 2004

Ronald F. Stowe
President
Institute for Education and the Arts
1156 15th Street Northwest, Suite 600
Washington, D.C. 20005

Dear President Stowe:

As Governor of New Mexico, I commend the *National Overture of Education and the Arts in New Mexico* for its success. In cooperation with the Public Education Department, the Institute for Education and the Arts is implementing the program with communities across New Mexico.

The exposure to and appeal of arts to students of all skill levels and from all economic and cultural backgrounds is a critical component of this program. The schedule of more than fifty demonstrations, performances, seminars and discussions about effective education confirmed its effectiveness with Hispanic, Native American and Anglo communities in urban, small town and rural settings.

Dr. Veronica Garcia, Cabinet Secretary of Public Education and I welcome the Institute's report and recommendations of the *National Overture* program. I support the proposal to make teaching through the arts a routine part of the public school curriculum. The Institute's work has clearly demonstrated how the arts can not only help improve literacy, but can also help students learn the complex principles of math and science.

Sincerely,

A handwritten signature in blue ink that reads "Bill Richardson".

Bill Richardson
Governor of New Mexico

BR/bg

PREFACE

The ability to think and imagine, and then to create from these ideas is a core aspect of defining humanity. From the earliest beginnings of civilization art has been an essential cultural element that was completely integrated into daily life. Modern life has moved away from this interconnected way of life so much so that art is now considered a special activity for a select group of “creative people,” who are viewed as different from the mainstream and therefore not part of the regular, *read essential*, activity of life.

Teaching art, music, dance, and theater have become electives in most secondary schools, and practically non-existent in a vast number of elementary schools. Only in the earliest years of schooling, before children become readers, are the arts common place activities and deeply integrated into learning. The message is that the arts are extra, peripheral, and non-essential to developing the whole person – the person who does well in school and in life.

Parents and teachers know better – and actually we all know better. The arts and creative thinking are at the core of all learning throughout life and are ingrained in all other work. Can we build new cars without imagining and then drawing the concepts? Can we design and make effective use of new technology without being able to think beyond our immediate world? Recall that AT&T did not pursue cell phone technology because they could not imagine a world in which people would buy and use cell phones enough to make this a profitable business choice.

We need people who can think creatively, imagine new possibilities and turn these ideas into something real – be it a painting, a play, a dance, a new medicine, or a new approach to a long-standing problem of international relations. Practice of the arts, appreciation of the arts, and use of the arts to teach and learn all subjects is natural to the way people think and live and ESSENTIAL to meeting the education challenges of the future.

The people and legislature of New Mexico have begun to take action to secure a role for the arts in every child’s education by enacting and financing the fine arts legislation providing arts instruction for elementary school children. Now that the momentum has begun, it is time to take this awareness and support further. It is time to look at the many additional resources (of all types) at hand in your state and communities and begin to imagine and plan for the use of these to make the arts an integral, regular, and frequent part of every child’s K-12 education.



Donna Power Stowe
Vice President
Institute for Education and the Arts

I. INTRODUCTION

In June 2003, the Institute for Education and the Arts (IEA) met with key contacts at the Smithsonian Institution and the Library of Congress to review the recently completed *National Overture of Education and the Arts in Michigan*. In addition to the discussion of next steps for working with the Traverse Bay Area, ideas for building upon existing Smithsonian and Library of Congress initiatives for the next *National Overture* were discussed. Subsequently, the Institute was invited by the Smithsonian Institution and the Library of Congress to explore and develop an education program based on a series of Beethoven concerts planned in Santa Fe, New Mexico for the 2003-2004 season.

The Institute's feasibility study began in July 2003, with meetings with leading arts and cultural organizations in the Santa Fe area. The Institute's first priority is effective education for all students, and this study quickly grew to include key staff at the Santa Fe Public Schools,

parents, and policy leaders. IEA's goal was to develop a program and an implementation plan that included representatives of the broad community and was specifically responsive to the conditions and interests of a particular community or state. The research was conducted to guide the design of the *National Overture of Education and the Arts in New Mexico*.

The main conclusions from this research that guided the design of the *National Overture of Education and the Arts in New Mexico* were that IEA should:

- Involve communities beyond Albuquerque and Santa Fe from the outset in order to convey the message of statewide inclusion
- Design a program that addresses the key concerns of the high illiteracy rate and high drop out rate in New Mexico
- Design a program that addresses the poor preparation and lack of enthusiasm among New Mexico students in pursuing careers in science and math

*The Institute's first priority is effective education
for all students.*

the New Mexico Public Education Department (NMPED), and the Governor's office. In light of the Institute's interest in math and science education, discussions were held with key leaders at Sandia National Labs, the Santa Fe Institute, and Los Alamos National Labs (LANL).

Over the next five months, the Institute conducted week-long monthly trips to New Mexico for the purpose of learning first-hand more about the educational needs, concerns, and existing resources and opportunities for students in grades K-12 from the perspective of the schools, communities, arts, cultural and intellectual organizations, businesses,

- Build and expand upon the state's interest, support and resources for including the arts in K-12 public education
- Involve the Native American, Hispanic, and Anglo cultures, communities, and interests in the programming

II. PROGRAM OVERVIEW

National Overture of Education and the Arts in New Mexico

Background

The original concept for the *National Overture of Education and the Arts in New Mexico* was to conduct a 3-4 week program in February 2004. The *Overture* program and the timeline for the program were expanded beyond this in response to the oft-repeated comment heard during the feasibility study to include communities beyond Albuquerque and Santa Fe. The complete *National Overture in New Mexico* began in February and ended in May. The list of communities participating in the *Overture* included Albuquerque, Clovis, Deming, Espanola, Los Alamos, Rio Rancho, Santa Clara, Pueblo and Santa Fe.

February 2004

The *Overture* opened in February with a series of events in participating communities across the state to announce the *Overture* and to spread the word about the connection of the arts to teaching academic subjects and the importance of the arts in education for all children, of all cultures, throughout their schooling. This program contained two types of events: already scheduled student arts events and Institute sponsored and presented announcements and salutes to educators and the arts world in the participating communities.

Bringing focused attention to what is already in place and working in the schools and community is an important part of IEA's work and one of the effects of the *National Overture*. Most of the February announcement schedule consisted of listings of the school and community based student performances and exhibits that were already planned and in progress, which the local communities wished to feature as part of their education program. By consolidating this information into one publication and separating it out from the notices and advertisements of commercially sponsored offerings and other adult community

arts, the participating communities are able to clearly identify and focus on the range and richness of the arts programs for their youth. Communities must first recognize, celebrate, and value their own strengths and resources in order to be able to build on this and extend their reach and impact effectively. The inclusion of existing local student arts events in the *National Overture* reinforces the role of the arts in young people's lives and also reinforces the Institute's message that arts are an essential part of every child's schooling, growth and development.

The Institute sponsored and presented announcement events designed to bring together key leaders and thinkers in the communities to learn more about the overall goal of the Institute and the *National Overture*. The Institute promotes the understanding and use of the arts to teach core academic subjects in grades K-12 and to begin to involve them in the *National Overture*. Each of the six events (two in Albuquerque, two in Santa Fe, one in Rio Rancho and one in Espanola) was held in a location selected by the local co-sponsor and included panel discussions and presentations on key topics of how arts help teach academic subjects featuring local leaders and thinkers. In many cases student performances, exhibits, testimonials, and demonstrations were also part of the program. The general public was welcome to attend these events in addition to the targeted audiences that were specifically invited to attend. These events succeeded in bringing a broad-based awareness to the communities of their own strengths and resources, involved many key leaders and influential members of the communities, and helped to identify those individuals and organizations that would be essential and supportive in the follow-up stage to the *Overture*.

April 2004

The *Overture* programming continued in April with workshops, demonstrations, and roundtable discussions providing an exciting array of examples and a closer look at what IEA means by teaching academic subjects through the arts. Throughout the month of April and into the early days of May, program

Bringing focused attention to what is already in place and working in the schools and community is an important part of IEA's work and one of the effects of the National Overture.

offerings were held in each of the seven participating communities, for a total of over 50 different opportunities for teachers, school administrators, business and civic leaders, and interested members of the communities.

The Institute tapped deeply into the local wealth of expertise and knowledge in the area of arts in education. Presenters included teachers, arts and cultural organizations, local businesses and community groups. The inclusion of these local presenters in the *Overture* program provided the opportunity for educators and concerned citizens to be introduced to local resources and organizations not previously known to them and to look at familiar ones with a new perspective of how they can help meet educational goals in ways not yet fully explored.

National organizations and institutions that work in association with the Institute rounded out the range and array of presentations in the April program. All of the national presenters are involved with the Institute and its *National Overture* program because they share overlapping goals and educational interests with the Institute and are committed to connecting their resources with schools and communities across the country. Local participants and *Overture* attendees learned more about these organizations and institutions and how their resources might help them achieve their educational goals and interests for K-12 students, including parents, educators and community members. Feedback forms submitted at the end of each program provided important information regarding interest in learning more about the presentation topic and

presenter and assessments of its connection and value to regular classroom work and meeting local standards of learning.

The wide range of topics covered in this month-long program included among others:

- Demonstrations of how theater, dance, and music can help teach math, science, literacy and social studies
- Working sessions on fundamentals of grant-writing and sources of grants for arts education programs
- Demonstrations of the everyday use of physics, chemistry and math in ballet, theater and opera production, and the lost wax technique of casting bronze sculptures
- Discussions about the significance of creativity and arts preparation for all careers and areas of work
- Presentations by Native Americans on the impact of traditional western education and teaching approaches on those raised in Native American culture
- Policy discussions of the roles of the arts, humanities and creativity in an effective education program

A full listing of the February and April *National Overture* programs can be found on the Institute for Education and the Arts website, www.edartsinstitute.org.

...much of this problem-solving energy and capacity exists in isolated conditions and circumstances, unconnected with each other, and often unaware of the others' existence.

III. OBSERVATIONS

The body of this report contains the observations and understandings gained by the Institute throughout the planning and implementation of the *National Overture*. This information provides the basis for the recommendations and suggested next steps for the participating communities and organizations in order to take the interest and energy created by the *National Overture* to the next level of impact and practical application.

Observations and Understandings

This report provides a compilation of information and concerns about education, economic, and social issues in the participating communities. Much of the information is not surprising, but seen as a whole provides a very useful base for addressing concerns about the quality of education. It is important to note that the people IEA met and worked with in New Mexico openly recognize the key issues of concern and many are active in working to address them. There are, for example, some very strong models of effective schools and organizations that can be shared and built upon. There is also an amazing depth and breadth of intellectual and creative power and energy to draw upon to address these issues – throughout the state and throughout all social-cultural elements of the population. However, in our view, much of this problem-solving energy and capacity exists in isolated conditions and circumstances, unconnected with each other, and often unaware of the others' existence. Even when individuals, groups and organizations

are aware of each other and recognize the need and benefit of working together, too often there is inertia, and to some degree resistance, to making this happen. A significant amount of competitive feeling and territorialism exists between and among many of the organizations, particularly arts and cultural, which prevents productive collaboration and effective problem solving.

Another important, but delicate and sensitive topic is that of the relationships among the three distinct cultural groups, which have strong historical connections that co-exist within the state. While the Indian and Hispanic cultures are publicly recognized and honored in museums, galleries, festivals and commerce, there is a sense that they are not equally honored in education, decision making and in social integration. The divisiveness between Hispanics of Spanish descent and those who are more recent immigrants from Mexico is one clear example. While this is not ignored, it is neither openly discussed nor addressed in a problem solving way. And until this is fully recognized as a problem, efforts to improve both the education and economy of New Mexico will be held back.

The following is a list of strengths and concerns noted by the Institute during the planning and implementation of the *National Overture*.

Strengths

- Availability and accessibility of educational, arts and cultural resources– and current involvement and connection with schools, education, education policy.
- Current legislation in support of arts education.
- Desire to bring New Mexico public education and its students up to a competitive level with the rest of the nation. (NMPED, Gov's office, Communities)
- Many highly educated professionals in the state of New Mexico that are very concerned about the students, schools and communities who bring a wealth of expertise to discussions and problem solving.
- Strong models of individually effective schools exist around the State of New Mexico.
- Effective models of instruction have been developed and are available.
- Several organizations within the state have begun to explore their key concerns and are a strong base to build upon.
- Strong public and private leadership pool.

Concerns

- High dropout rate – statewide – Graduation rates for NM in 2001 – Total student population – 67% graduation rate (or 37% drop out rate); 73% graduation rate for African Americans, 85% for Asians, 62 % for Hispanics, 62% for Native Americans and 79% for Anglos.*
- Low literacy rate – statewide – At grade 4, 75% Native American, 59% Latino/Hispanic, 55% African American and 33% White are below basic levels in reading (NAEP).*
- Poor math scores and achievement – Grade 8 Math (NAEP) – 70% Native American, 60% African American, 59% Latino/Hispanic, and 24% White scored below basic.*
- Teacher quality (teachers teaching classes in which they have a major or minor in that field) – varies widely across schools – Low minority schools have 100% teachers of top quality, but in high minority and high poverty schools 35-27% of teachers do not qualify. Low poverty schools (that are not low minority) have 29% of teaching staff that do not meet federal quality standards – and the average across the state is 35% teachers who do not qualify as meeting standards of teacher quality. *
- Cultural conflicts and gaps (Anglo, Hispanic, Native American) – in schools and in communities working together.
- Economic competitiveness concerns – connected to education and career preparation.
- Bring the arts into all of the K-12 schools, as regular, frequent and integral parts of the curriculum and every child's education.
- Need for greater coordination with state and federal education policy, plans, and resources in Indian education.
- Need for greater and more effective coordination and support among community-based arts and cultural organization programs and resources.
- Need for greater awareness of resources at hand and how to use local resources effectively. There are many strong and relevant untapped and underutilized organizations, institutions, businesses and groups with a strong interest in working with schools, teachers and communities to help deliver more successful education to all children.
- Need for greater coordination, awareness, training, and planning on the interconnectedness of Standards of Learning and the practice of how multiple standards can be learned and achieved through coordinated lessons that interconnect disciplines.

- Need for more effective use by schools of parents and community resources in the daily work of schools – i.e. for greater understanding of education challenges and successes, and more direct support –human, financial and policy - to meet the educational goals of the schools, communities, and state.
- Need for greater understanding of programs in order to share successful models and examples and this needs to be more regular and frequent in occurrence.
- Need for extensive, comprehensive, coordinated professional development that focuses directly on the main issues and approaches to effective teaching and learning – connected to meeting standards.

- Need for greater cultural understanding of the unique aspects of Native American learners and the Hispanic learners.
- Need for greater cultural sharing and utilization of the cultural base of the student population in bringing and connecting to arts in the classroom.

** Statistics and information from The Education Trust, EdWatch Online 2004 State Summary Reports, www.edtrust.org*

*Bring the arts into all of the K-12 schools,
as regular, frequent and integral parts of the
curriculum and every child's education.*

IV. RECOMMENDATIONS

The following proposed plan and recommendations are the Institute's thoughts on how to effectively build upon the work of the *National Overture*. They are presented as suggestions to the individuals, organizations, and institutions that participated in the *National Overture*. The Institute is interested in assisting New Mexico in achieving its academic goals and is prepared to assist in carrying out this follow-up plan, or any other modified version of the plan, to the extent that the people, organizations and government in New Mexico wish to do so.

There are three main parts to this proposal:

- Statewide Advisory Committee
- Public Dialogues
- Professional Development

The Statewide Advisory Committee should be comprised of a broad-based representation of the constituencies of the state including the Indian population, the Hispanic population, education, arts, science, economic development and policy making. This Committee would be organized and convened by the New Mexico Program Manager of the Institute for Education and the Arts to help develop the other parts of the follow-up plan - the Public Dialogue element, which includes Roundtable Discussions and Big Question Forums, and the Professional Development element. Members of the Committee will help identify additional groups and individuals to play active roles in the follow-up, help identify the essential questions for the Public Dialogue activities and respond to the Professional Development Plan.

Building upon the conversations and discussions begun during the *Overture*, Public Dialogue will include regular and frequent examination of key questions essential to staying on track with accurately identifying the issues, changes in the issues, new perspectives on the issue, and new resources and potential solutions to issues. Some of these Dialogues will be conducted on the state level and others will

be in communities across the state. There will be a variety of forums for Public Dialogue in order to include a cross section of perspectives at each conversation, to include all voices and perspectives in communities and the state, and to be able to conduct these on a frequent and continuing basis.

One aspect of the Public Dialogue is the importance of providing accessible and authentic opportunities for all people to be heard and involved. This conversation is valuable when it is translated into new understandings, new perspectives, new approaches to problems and plans for action on the questions. With this in mind, the Institute proposes that the Public Dialogues be recorded and written results publicly shared on a regular basis and that the key suggestions and ideas for solutions shared with NMPED and the Governor's Office. Often the results of the Public Dialogues will inform and shape the Professional Development piece. The Institute will help facilitate this.

Over the next few years it is anticipated these Public Dialogues will become ingrained in the regular practice of participating communities and organizations across the state. The ideas and information from this practice are essential to designing and refreshing plans, policies and professional development that effectively meet the needs of schools and communities.

Professional Development is the root of the follow-up plan as this will translate theory into practice. While the Professional Development Plan will focus mainly on educators, both classroom and community-based (including arts organizations), it will also include plans for professional development for community leaders, organizational leaders, and administrators on the leadership issues related to this Plan.

While there are many opportunities for effective professional development for educators throughout the schools and communities of New Mexico, these opportunities are not equally accessible for all communities and they are offered as separate topics by individual groups and organizations. Consequently, it is left to the individual educator to identify sources of professional development, assess the quality,

effectiveness and relevance of the professional development, and to make the connections and translations to the classroom.

The Institute recommends that the Advisory Committee, NMPED, and New Mexico's institutions of higher education work with the Institute's New Mexico Program Manager in beginning to design this comprehensive and coordinated professional development plan for educators of learning how to use the arts to teach academics. It will be essential to first establish needs, goals and standards for this and then to codify what is currently available for professional development. The Institute also recommends that this professional development plan contain the core elements of:

- Building learning communities in schools and in the broader community
- Developing collegial mentoring arrangements between and among educators
- Developing mentoring arrangements among teaching artists, arts specialists, classroom teachers, and content experts in core disciplines
- Developing guided inquiry-based, exploratory learning for the classroom through the practice of this in professional development
- Building upon existing resources and opportunities by identifying new ways to use these resources and coordinating and collaborating on the use of the resources
- Integrated learning through using the arts to teach core academics
- Addressing the achievement of academic standards through the process

As a comprehensive Professional Development Plan is a large undertaking, the Institute proposes first working with the key organizations and seven communities of the *National Overture* to pilot this approach. The Program Manager will meet with key individuals in each of the *Overture* communities, and consult with NMPED, to begin designing professional development (based on the core elements above) for both the original

participating schools and other interested schools in the community or district. As new communities and districts learn about the Institute's work through the Public Dialogues and involvement in professional development, these communities will be incorporated into the process.

Indian education is of particular concern. There are several agencies and offices whose responsibility is addressing the quality and effectiveness of education for Native Americans but they appear to be working separately of one another. Additionally, the drop out rate, the illiteracy rate, and the suicide rate are all disproportionately high for this population. There is a broad perception that this group is one of the most underserved populations, not only in New Mexico, but nationally as well. A specific effort to bring these different agencies and offices of Indian education into more effective collaboration with each other, to address concerns in Indian education would be timely and effective. This, of course, intersects with public education, as Indian children also attend non-BIA schools. The transition of Indian children from reservation schools to public schools is just one aspect of that intersection that the Institute recommends focusing on immediately.

Plans for professional development for community leaders, organizational leaders, and administrators on key leadership issues related to the Institute's initiatives will include sessions on how to identify areas of common interest and work collaboratively on these, sessions on how to identify and secure untapped and underused resources, and other topics identified by the Advisory Committee.

As the role of the Advisory Committee is to make recommendations on a statewide level, the Institute proposes establishing a series of Working Groups to assist the Advisory Committee in implementing the recommendations. The Working Groups will also be the forum for integrating and transferring the process of identifying key issues, gathering the community perspectives on the issues, and developing broad-based community solutions into the regular work of the state and community. Some of these Working Groups

will be established around topics of state and national interest, such as Indian education and science and math instruction and learning, as well as around communities and districts. The Institute will also work with NMPED to identify a key contact and liaison within NMPED to work in coordination with the Institute Program Manager, Advisory Committee and Working Groups.

It is anticipated, and a goal of the Institute, that over the next few years these structures and processes will be appropriately adopted and adapted by the schools, communities, districts, and leadership of New Mexico and become an ingrained and institutionalized part of how education issues are identified, addressed, and resolved.

- Involve the intellectual resources of the state in the Public Dialogues and the Professional Development Plan. This includes Los Alamos National Labs, Santa Fe Institute, Sandia National Labs, as well as institutions of higher learning and others. The list of intellectual resources needs to be expanded.
- Compile a comprehensive statewide list of organizations, models, and school examples of effective integrated arts education as guidelines for what is effective, who is doing what, and how it addresses standards. Many organizations have created compendiums for their own work, but a larger, more inclusive and visionary perspective needs to occur to make this a comprehensive and useful document.

Many opportunities for effective professional development are not equally accessible for all communities and they are offered as separate topics by individual groups and organizations.

The following list identifies specific resources, activities and possible approaches that the Institute suggests for inclusion in the follow-up plan as part of the Public Dialogues and/or part of the Professional Development Plan. This is offered as a beginning point to the discussion and plan for New Mexico and is in no way seen as a complete list of possibilities or resources.

- Revisit successful models of using the arts in an integrated manner to teach core academic subjects. (i.e. the work of Dr. Greg Cayete, University of New Mexico, with science and art learning from the Native American perspective.)
- Develop a continuum of arts integrated education, with benchmarks and standards for achieving this.
- Equally involve the Native American, Hispanic, and Anglo cultures, communities, and interests in the programming.
- Develop a cohesive and comprehensive professional development plan for arts integrated education, which uses the local and state organizations and resources, and some outside the state resources, if accessible and not too costly. The goals of the professional development plan are to a) have educators

become more aware of the resources (human and program) at hand – not only in terms of prepared programs and materials, but in terms of the collections and interests of the organizations, b) to become more inquisitive, discovery-based learners themselves (in order to model effectively for students and to think more imaginatively about using resources), and c) to begin to develop lesson plans and teaching practices that use these resources as a means of achieving standards and learning outcomes for all children.

upon individual innovative, sensitive and exemplar educators. These examples need to be showcased, examined, shared and made more common as the learning and teaching experience.

- Work with NMPED and district school systems to develop real incentives for teachers to learn from effective professional development and from each other. This involves support and understanding on the part of the state's superintendents and principals that translates into structuring the time and providing support for effective and ongoing professional development.

Indian education is of particular concern.

- Develop an advisory committee for the state of New Mexico which involves all of the key constituencies – Hispanics, Native Americans, Anglos, NMPED, parents, higher education, arts and cultural organizations, business community, research and science organizations, teachers, students, Governor's office, religious communities. This group will be asked to respond to reports, recommendations, and to possibly make public statements in support of the initiative.
- Hire a full-time state coordinator of arts education within NMPED. This person will answer to NMPED and work in conjunction with IEA. This person will be the key New Mexico contact for all follow-up and will be in direct contact with the IEA New Mexico Program Manager. Initial funding for this position will be developed jointly between IEA and NMPED.
- There are a number of small program initiatives in the elementary schools (both public and pueblo) that address the cultural issues of learning differences and introduce cultural approaches from the Native American perspective which are notable. However, they are episodic, scattered, and depend
- Design and conduct one and two day conferences for principals and superintendents that focus on learning and teaching – not testing, compliance, and No Child Left Behind (NCLB). The administrators need professional and intellectual stimulation, enlightenment and support for looking at the questions and options for solutions for how children learn – and what the obstacles, conditions and resources are in New Mexico. These need to be held regionally and regularly (4 times a year) with a job requirement that every principal and superintendent attend at least one annually.
- Focus on rural districts and smaller communities to build examples of successful professional development and community involvement and support that can be shared with other communities.
- Focus on coordinating the agencies and departments addressing Indian education and developing a coordinated, cohesive plan for K-12 Indian education that addresses both traditional learning and life and the public education standards.

- Convene a Big Question Forum with state level leaders and voices in public education, Indian education, and economic prosperity to identify key concerns and strengths in New Mexico and begin to make suggestions for addressing these.
- Develop the use of state of the art technology and distance learning for Public Dialogues and Professional Development, in order to make involvement and knowledge sharing easily accessible across the rural areas of New Mexico.

V. NEXT STEPS FOR LOCAL COMMUNITIES

IEA recognizes that many of the New Mexico communities involved in the *National Overture*, as well as New Mexico communities that are just learning about the Institute and the *National Overture*, will want to take some immediate steps on their own, in addition to working with the broader-based initiatives. The following suggestions are offered as possible ways for local communities to pick up on the initiatives of the *National Overture* or to continue the momentum locally:

*Equally involve the Native American,
Hispanic, and Anglo cultures, communities,
and interests in the programming.*

- Continue working with the local advisory group that was developed for the *National Overture* to plan and publicize local school and community-based performances and events that promote the approach and value of the integration of the arts in all K-12 subjects
- Develop a local advisory group of broad community representation, including parents, educators, arts and cultural organizations, and civic and business leaders
- Contact the New Mexico Advisory Council on Arts Education to express your interest, find out what they are doing and how you and your community might become involved or supportive of their work
- Conduct staff development sessions in your school, organization, or community that focus on the topics of using the arts to teach other subjects and the integration of the arts in K-12 education
- Share this report with others and then have an organized meeting and discussion to talk about effective next steps in your school or community, including how to involve others and broaden the conversation
- Conduct an inventory or survey of your community regarding individuals, organizations, and schools that are involved in the arts and supporting the integration of the arts in K-12 education. Share the results with the IEA
- Sign up on the IEA listserv at www.edartsinstitute.org
- Contact the Institute for Education and the Arts at info@edartsinstitute.org to share your interests and information. Write New Mexico Follow-Up in the subject line

VI. CONCLUSION

It has been both rewarding and an honor for the Institute for Education and the Arts to be invited to work with the people, organizations and institutions of New Mexico. We have learned a great deal about the richness and depth of the people and cultures of New Mexico and see great opportunity and potential for this wealth of human and cultural capital in effectively addressing the educational needs of all children in grades K-12. In addition, the Institute believes the lessons learned and the processes and approaches developed will become useful models for other states across the country.

It is the plan and intention of the Institute to stay actively involved over the next few years in implementing the follow-up plan in New Mexico. However, this plan will ultimately be effective only if the people and institutions of New Mexico value, adopt, and own the plan and the process and if they ultimately become responsible for conducting and maintaining the process and the structures put in place. The Institute proposes to maintain an active presence and involvement with New Mexico if these recommendations, or some version of them, are accepted. Continued funding for staff, professional development, and public dialogues is essential to the sustainability of this initiative. The Institute expects to provide some initial funding to begin this process, and will immediately begin to work with New Mexico to identify and secure funding for the future, providing for a smooth and effective transition to full New Mexico control.

...this plan will ultimately be effective only if the people and institutions of New Mexico value, adopt, and own the plan and the process and if they ultimately become responsible for conducting and maintaining the process and the structures put in place.

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