

# **SUPPORTING ARTS EDUCATORS, TEACHING ARTISTS, AND ARTS ORGANIZATIONS**



**OREGON**  
**DEPARTMENT OF**  
**EDUCATION**

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# SUPPORTING ARTS EDUCATORS, TEACHING ARTISTS, AND ARTS ORGANIZATIONS

This resource provides program, school, and district leaders:

- Recommendations to ensure support for arts educators
- Considerations for collaborating with teaching artists and arts organizations in schools
- Paths for school staff, students, and community to support arts programs and collaborate with arts education professionals

Ensuring support for arts education professionals is essential to providing equitable arts learning experiences. Establishing connections across the school community creates the conditions for strong, resourceful arts programs that serve students well, centering their voices and connecting them with relevant opportunities.



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## Supporting Arts Educators

Arts educators are invaluable leaders in our schools. These educators know and connect with many, if not all, students and families in a school community through their work. The potential for community leadership through these educators is substantial, enriching the school community and building connections that support students throughout and beyond the school day. Consider these recommendations to ensure sufficient support for arts educators to engage in this important work.



### PLANNING TIME AND POSITION STRUCTURES RECOMMENDATIONS

- Ensure equitable planning time for arts educators to develop needed instructional materials, collaborate with colleagues, and manage and maintain any physical materials or equipment.
- Arts educators need sufficient time to build relationships with students and fully address the Oregon arts standards. Consider this when designing positions, especially ones that would involve serving multiple sites or schools.
- Schedule shifts may impact arts programs differently than others, due to the structures necessary to produce artistic work and performances. Ensure that arts educators are a part of the conversation when considering school schedule changes.
- Concerned about finding time in the schedule for arts learning? Consider these [findings](#) and [scheduling resources](#) from [Unlocking Time](#).
- For specific recommendations around instructional minutes for the arts, consult the [National Opportunity-To-Learn Standards](#).
- Ensure equitable class sizes and access for every student to arts learning. Make sure that arts learning is accessible for students with disabilities and those with alternate schedule requirements, such as pull-out programming.

### MATERIALS, SPACE, AND RESOURCES RECOMMENDATIONS

- Plan for a budget for needed program equipment and materials. Consider creative avenues for community support for these needs, if necessary.
- Ensure that arts educators have knowledge of and access to any specialized equipment or tools necessary to meet Individualized Education Plan (IEP) and 504 plan needs for students - for example, accessible artmaking tools and instruments, devices with accessibility features for reading and writing, or flexible seating options.

Reference [Space and Equipment Needs for Arts Programs](#) for more information about the space and equipment needs for individual arts disciplines.

- ▶ Access [Space and Equipment Needs for Arts Programs](#)



## ARTS EDUCATOR EVALUATION RECOMMENDATIONS

The [Oregon Framework for Evaluation and Support](#) lays out the required elements in teacher and administrator evaluation and support systems within Oregon schools, including arts educators. These elements include:



### 1. Standards of Professional Practice

The state-adopted [Model Core Teaching Standards](#) and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers, and engaged citizenship in today's world.

### 2. Differentiated Performance Levels

Teacher and administrator performance on the standards of professional practice are measured on four performance levels.

### 3. Multiple Measures

Multiple sources of data are used to measure teacher and administrator performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.

### 4. Evaluation and Professional Growth Cycle

Teachers and administrators are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment, and summative evaluation.

### 5. Aligned Professional Learning

Relevant professional learning opportunities to improve professional practice and impact student learning are aligned to the teacher's or administrator's evaluation and their need for professional growth.

To supplement these requirements and fit the needs of arts educators, the [Arts Impact Autonomy Rubric for Teachers](#) provides examples of criteria to consider for professional learning goal setting with arts educators.

Additionally, resources and examples of implementation of the Oregon Framework are provided in the [Educator Effectiveness Toolkit](#).

► [Access the Educator Effectiveness Toolkit](#)

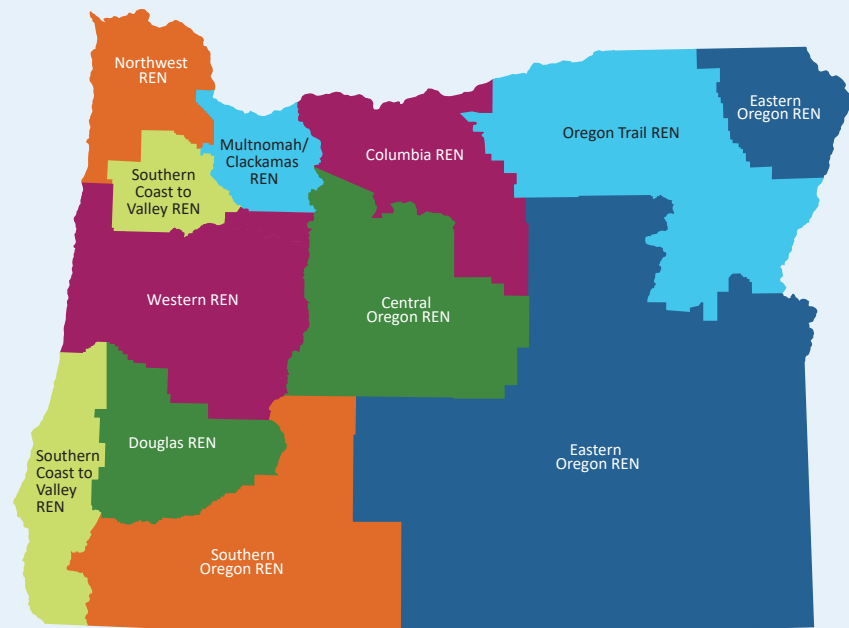


## PROFESSIONAL LEARNING AND LEADERSHIP OPPORTUNITIES RECOMMENDATIONS

- Provide arts educators with aligned professional learning, as described in the [Oregon Framework for Evaluation and Support](#). **Offer professional development opportunities specific to the arts education domains of educators.** If the district does not provide professional development that meets this need, consider professional learning opportunities from [Statewide Arts Educator Support Organizations](#), and funding attendance at state or national arts education conferences.
- Provide intentional and purposeful time for arts educators to connect across subject areas and programs during professional development. This promotes collective teacher efficacy<sup>1</sup>, shown to have a large impact on student achievement.
- **Provide paid time for connection to other district arts specialists to provide mentorship**, and guide the development of district-wide vertical alignment, student pathways, and scope and sequence planning for the arts. Reach out to statewide arts organizations for supports, such as this [mentorship program](#) from the [Oregon Music Education Association](#).
- Connect arts educators to local arts organizations and budget for arts residencies or integration programs to support and augment their program offerings.
- Connect arts educators with the school or district planning committee for events, celebrations, and gatherings. Incorporating the arts is a powerful way to bring the community together and tell the story of a program.
- Provide resources and training for arts educators to host a website that shares updated program information and links to events and resources for students and families.

The [Regional Educator Networks](#) from the [Educator Advancement Council](#) provide various supports for educators. These networks provide a community focused on educational leadership, professional learning opportunities for educators, and funding for innovative practices in education.

- ▶ [Access the Regional Educator Networks Website](#)



<sup>1</sup> Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Taylor & Francis Ltd.



# Teaching Artist and Arts Organization Collaborations

Teaching artists and community-based organizations bring a wealth of resources and opportunities to an arts program, allowing for the provision of an expansion of arts education offerings to students in unique ways. When considering a teaching artist program, collaborative planning is essential.

Teaching artists offer many different kinds of arts learning opportunities for students, and may have extremely varied space, equipment, time, and material needs. One benefit of this is the flexibility these teachers and programs may have to meet exact needs - for example, with a mural project or a strings program. However, in order for these teaching artists to be successful, they need varied support. This process is more easily accomplished with the connection of an arts educator or arts program liaison at a school site to ensure needs are met.

## CONSIDERATIONS FOR COLLABORATION BETWEEN ARTS ORGANIZATIONS AND SCHOOLS

When building teaching artist and organization partnerships, keep the following in mind:

- Reach out early. Creating individualized in-school programs takes detailed planning on the part of arts organizations as well as schools to ensure a successful experience.
- Budget for the cost of programs. Many arts organizations are non-profits and depend on funding from schools to sustain their programs.
- Some arts organizations have access to grant funding that can help lighten the cost of bringing in their programs. Additionally, some arts organizations may be willing to write letters of support to help with the pursuit of funding.
- Ensure the appropriate paperwork and insurance policies are in place for teaching artist visits in collaboration with district administration.
- Plan to make spaces available that ensure safe and effective arts learning environments. If spaces will be shared, ensure that any staff member sharing space is involved in planning for shared use of the space.
- Offer shared learning opportunities, classroom, and performance time with educators so they can learn from teaching artists, and vice versa.
- Ensure that a staff member is assigned to connect with and support any teaching artists with material or space needs at each individual school site.
- Supply an organizational and communications structure for visiting teachers so they are clear on program expectations and maintenance procedures for the space and equipment.
- Articulating your hopes/goals for the student experience and for the outcome of creative collaboration can help arts organizations identify the best program for your school.

Find funding sources for arts organization programming in the [Funding Sources for Arts Programs](#) resource.

- ▶ Access the [Funding Sources for Arts Programs](#)



## CONNECTING WITH ARTS AND STEAM EDUCATION ORGANIZATIONS<sup>2</sup>



- To connect with arts organizations and teaching artists in your area, refer to the [Oregon Arts and STEAM Education Organization Lookup Tool](#) compiled by the Oregon Department of Education. This tool is a searchable database of Oregon Arts & STEAM organizations. Users can sort by ESD region, County, and STE(A)M Hub region, and find programs for particular age groups and content areas within Arts & STEAM. Program details and contact information for Arts & STEAM organizations are included in the program detail tab of the tool. Arts & STEAM Organizations are welcome to [submit a form](#) to request to be added to the tool.



- For schools around the Portland Metro Area, the [Teaching Artist Directory](#) from the Creating Together Initiative for the City of Portland will provide opportunities for arts organizations and schools to connect beginning in fall of 2025. The initiative invites teaching artists to [apply](#) to be included in the directory twice a year. The directory will be shared with educators across Portland's six school districts and charter schools, to facilitate connections with available arts organizations interested in partnerships with K-12 schools.

Arts and STEAM Organizations	Visual Arts	Dance	Theater	Music	Media Arts	STEAM	Ecology	Computer Science
#instaballet		✓						
A-WOL Dance Collective		✓	✓					
Academics	✓	✓		✓	✓			
Adventure! Children's Museum						✓		
Albany Youth Orchestra / Mid-Valley Prelude Sinfonia				✓				
Alpenfest				✓				
Architecture Foundation of Oregon						✓		
Art Accelerated	✓						✓	
Art Center East	✓	✓	✓	✓	✓	✓		
Art Conspiracy	✓	✓	✓	✓				
Artists Repertory Theatre			✓					
Arts Council of Pendleton dba Pendleton Center for the Arts	✓			✓				
Arts in Education of the Gorge	✓	✓	✓	✓	✓			
Ashland Independent Film Festival	✓				✓			
Bag&Baggage Productions			✓					
Baker Community Choir, Inc.				✓				
Ballet Fantastique		✓						
Ballet Folklorico Ritmo Alegre	✓	✓						
Bandon Showcase Inc				✓				

*Search Tab of the Oregon Arts and STEAM Organization Lookup Tool*

<sup>2</sup> Note: Arts and STEAM organizations contained in this section have not been endorsed by ODE, but are being shared as relevant resources for arts education professionals to consider.

## Community Collaboration with Arts Educators and Teaching Artists

Invested leadership and strong partnerships make comprehensive arts programs possible. Start by identifying the community members engaged with the possibilities that an arts program brings. These leaders could be administrators at the district or education service district, teachers, staff, community members, or volunteers. Building partnerships help arts educators strengthen arts programs and better meet the needs of each unique community.



### ADMINISTRATORS AND COUNSELORS

Counselors and administrators have the opportunity to know and work with all students in the school and serve as powerful partners in ensuring the structure of the arts program is successful. These partners help promote a common understanding of the benefits and opportunities within arts learning. This may include such things as sharing arts integration strategies across the school and highlighting opportunities for arts-related initiatives for [student care and connection](#). They are also essential partners in structuring and finding funding for arts programs.

- Ensure that counselors and/or administrators understand the needs of students in accessing arts programs and that arts learning is made accessible for all students within school schedules. For example, ensure all students have access by rotating pull-out classes or tutoring that occur during arts learning. As much as possible, schedule required courses so they can be completed in addition to, not in place of arts learning time.
- It is important that administrators and counselors are involved in the arts program to assist in making helpful connections across school programs. Strategies to stay connected could include classroom visits, providing time for connection, and encouraging students to share their learning in the arts throughout the school.
- The arts can be a means for students to access social-emotional well-being and to create and celebrate a culture of belonging in their school. [Non-Evaluative Arts Experiences: Creativity, Care, and Connection for Mental Health](#) provides guidance to incorporate ways for students to process their experiences and learning and to connect to and learn about their classmates.
- District-level administrators can be powerful partners for ensuring access to well-rounded education and arts learning in line with the funding goals of the ODE's [Aligning for Student Success Integrated Guidance](#) and other state and federal funding sources.



## EDUCATORS AND STAFF IN NON-ARTS SUBJECTS

All educators and staff members in a school or district are essential partners for creating a supportive arts learning environment. Through their relationships with students and connection with families, educators, and support staff help to connect the community around celebrations of learning. Because of their dedicated time with students, they are able to reinforce learning around essential, cross-cutting skills and social-emotional concepts that are important across all content areas, including the arts.

- Give time and space for all educators and staff that work with students to learn and plan together so they can realize opportunities for arts integration and other cross-cutting instructional practices across the school.
- Consider professional development for the entire staff around arts integration strategies. For example, highlighting the connections between arts and literacy, which promotes common understanding and language between staff and strengthens arts learning opportunities for students across their educational experience (Smolkowski et al., 2020).
- Consider how educators and staff connect across content areas to provide social emotional learning opportunities for students to explore their identity, relationship skills, learning needs, and behaviors, as well as connect to their larger goals and interests through creative activities in the arts.
- Prep educational assistants and other instructional specialists for arts lessons so they are prepared to support students in the arts classroom.
- Share and invite collaboration around arts program events, celebrations, and projects with all school staff - these connections lead to exciting opportunities for the development of strong school relationships.



## STUDENTS

Students are powerful partners in developing an arts program that meets their needs. During the community engagement process, students should be a key focal group to determine the path of a program.

- Students each come with their own unique personal identity and interests; empowered students could organize clubs, groups, or school-wide gatherings that incorporate and build community around their identities and interests through arts-based activities, showcases, or events.
- Student leadership teams or students in media arts courses that learn about photography/video work can help to document work within the arts program and other school programs.
- Student volunteers or teams may assist in maintaining a blog or website for the arts program.
- Students make great leaders around the hosting of productions and events. Students can host student-led events that feature work written, performed, and produced by students.
- Student teams may enjoy applying their creativity in the development of posters and flyers to raise community awareness of arts program celebrations and events.
- Students can utilize their artistic skills to raise awareness and promote other school-wide initiatives, awareness campaigns, or events through various creative communications activities.

For an inspiring example of an Oregon school program that centers student voice, refer to the feature on Dr. Martin Luther King Jr. Elementary School and KSMoCA in [Communicating the Benefits of Arts Education](#).

- ▶ Access the [Communicating the Benefits of Arts Education](#)



## FAMILIES, COMMUNITY MEMBERS, AND CULTURALLY SPECIFIC ORGANIZATIONS

School and district families and community members play an important role in any arts program. Not only do families and community members make arts program celebrations and performances meaningful, but oftentimes, family and community volunteers are the key partners that make arts programs possible.

- Create materials translated into all languages of the school community to share with families about the plans and goals of the arts program.
- Ensure that invitations to community events, performances, and celebrations around the arts include all families and provide what families need to be able to participate, such as food or childcare.
- Carefully consider any costs that may be associated with events or performances, as this may limit accessibility for families.
- Families may be interested in helping in the arts classroom or to make some project dreams come to life. Establish relationships with students' families and tap into their collective strengths, community networks, and desire to work together to create a great arts learning experience for their students.
- Encourage educators, including arts educators, to connect to organizations in the community that provide examples of real-world, authentic opportunities to leverage artistic and creative skills.

### Oregon Spotlight on Connecting with Community through the Arts

The work of Oregon 2023 Teacher of the Year, Rosa Floyd, demonstrates the power of the connections between community, arts, and culture for students and schools. Rosa's work at Nellie Muir Elementary School in Woodburn, Oregon, has inspired a thriving educational community that honors and highlights the cultural assets of its students and families. Rosa has committed her time as a kindergarten educator to partnering with families around their child's education and providing opportunities for her school community to learn about each other through organizing and leading a Mexican folkloric dance group.

*I feel that my responsibility as a teacher is to be a bridge that connects our parents with the school system. When families are involved in their children's learning, children show improvement in academics, self-esteem, behavior, and attendance.*

*-Rosa Floyd, 2023 Oregon Teacher of the Year*



Photo credit: Jon Stanley from the Oregon Lottery

Learn more about Rosa Floyd's approach to building community through various programs, including the [Mexican folkloric dance group](#) that Floyd has organized and supported during her twenty-two-year tenure as a kindergarten teacher.





## CAREER AND TECHNICAL EDUCATION (CTE) PATHWAYS, DUAL CREDIT, AND POST SECONDARY PARTNERS

Career and Technical Education programs and Dual Credit programs can partner with post-secondary schools to provide work-based learning and career-connected opportunities for students in the arts. Arts courses offered through Oregon CTE programs are part of the [Arts, Information and Communications Career Area](#). For more information about supporting and beginning programs in the Arts, Information and Communications Career Area, contact [Jeff Rhoades](#), Arts, Information and Communication Technology Education Specialist or visit ODE's [Arts, Information and Communications page](#).

For examples of how schools have connected CTE and arts courses, use the [Career and Technical Education \(CTE\) Reports](#) to look up programs across the state. This resource describes the courses offered in different schools' programs and also highlights programs which are offering dual credit and industry-recognized credentials through their CTE courses.

CTE and Dual Credit programs also have the option of partnering or developing a "sponsored program" with post-secondary institutions in the area to provide college credit for arts courses at the high school level. This is beneficial for students who may be considering careers in arts-related fields, and want to earn cost-effective college-level credit while still in high school.

For more information about Dual Credit and industry-recognized credential programs, contact [Kristidel McGregor](#), Accelerated Learning Specialist or visit ODE's [Accelerated Learning page](#).

# Organizations Supporting Arts Educators

## STATEWIDE ARTS EDUCATOR SUPPORT ORGANIZATIONS

These statewide organizations provide resources, professional learning, and conference opportunities for arts educators in multiple arts disciplines. Membership for these statewide organizations is managed by their national organization partners.

- ▶ [American Choral Directors Association, Oregon Chapter](#)
- ▶ [Oregon Dance Education Organization \(ODEO\)](#)
- ▶ [Oregon Art Education Association \(OAEA\)](#)
- ▶ [Oregon Music Education Association \(OMEA\)](#)
- ▶ [Oregon Band Directors Association \(OBDA\)](#)
- ▶ [Oregon Theatre Educators Association \(OTEA\)](#)



## NATIONAL ARTS EDUCATOR SUPPORT ORGANIZATIONS & RESOURCES

These national organizations provide resources, professional learning, conference opportunities, and guidance for arts educators and arts education advocates in multiple areas. They provide free resources for all educators, paid resources for members that include professional learning, and curricular resources and activities.

- ▶ [American Choral Directors Association \(ACDA\)](#)
- ▶ [National Arts Education Association \(NAEA\)](#)
- ▶ [American School Band Directors Association \(ASBDA\)](#)
- ▶ [National Association for Music Education \(NAfME\)](#)
- ▶ [Educational Theatre Association \(EdTA\)](#)
- ▶ [National Dance Education Organization \(NDEO\)](#)



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