

Follow Up Webinar #5 “Meeting Plan” *Leadership and the Arts* - The Maine Arts Assessment Initiative

In 2011-2012, there are a series of free webinars (<http://www.maine.gov/education/lres/vpa/assessment.html>) which will address the key components of the Maine Arts Assessment Initiative. These webinars have optional “meeting plans”, that all educators can use or adapt to facilitate faculty meetings, conversations, or study groups looking at quality arts assessment practices. Feel free to choose an appropriate meeting plan for your group.

Suggestions for Use:

- At a full staff meeting at your school or district
- At an arts staff meeting in your school, district or region
- As an individual educator to learn more about assessment
- Adapt as needed.

Be sure to make arrangements for participants to preview the webinar prior to this meeting.

Meeting Plan option #1: District-wide Leadership Roles

(Have the staff view the archived February 1 Webinar #5: *Leadership and the Arts*)

The purpose of this staff meeting is:

- To identify leadership roles within the school district
- Implement an action plan to move Arts and arts assessment forward in the school district, identifying and defining leadership roles required to make the plan a reality

Materials needed:

- connection (individual or group) to the webinar archive
- Glossary of Assessment Terms, including “formative”, “summative” and “standards based”
- Pre-meeting - arrange for everyone to have viewed the webinar and come prepared to discuss Matt Doiron’s contributions.

Set-up:

Participants should be ready to articulate their own ideas and listen to those of the others.

Time needed: One hour

Large Group Discussion – 10 minutes

Discuss and define, “what is leadership in the arts” within your school district. What are some ways educators can be leaders? (Some ideas may be surprising!) Try to be as specific as possible. Do arts teachers have a responsibility to take on a leadership role?

Small Group Discussion – 20 minutes

Give examples of leadership that a) has occurred in the past 5 years and b) could occur in the next 5 moving forward. This is an opportunity to list concrete examples, which in turn will help to further identify what leadership is in the arts and how it can shape the future of arts education in your District.

Whole Group – 30 minutes

Have small groups report out. As an entire group, devise an action plan for the months ahead; what can be done to further arts education as a district and who will be taking on what roles in making that action plan come to fruition. The hour concludes with an action plan in place, facilitators/leaders in place for each step and a clearer understanding of leadership roles arts educators are to play in that process.

Post Meeting Assignment

A follow-up meeting should be held at the midpoint of the action plan timeline to “check in”, assessing the effectiveness of the plan and facilitation. The group should be prepared to alter the plan in place and possibly revisit teacher leadership roles based on the initial role out and its effectiveness.

Meeting Plan option #2: Leadership in the Arts and the greater community

(Have the staff view the archived February 1 Webinar #5: *Leadership and the Arts*)

The purpose of this staff meeting is to:

- 1) engage arts staff in discussion about outreach and connection to the community
- 2) identification of new formal connections that would benefit, school, students and the community
- 3) devise a plan to create those connections

Materials needed:

- Chart paper and markers
- Pre-meeting - arrange for everyone to have viewed the webinar and come prepared to discuss Carol Trimble’s contributions re: the greater community connections to the Arts

Set-up:

Participants should be ready to articulate their own ideas and listen to those of the others.

Time needed: One hour, 15 minutes

Large Group share – 15 minutes

Each person is to articulate one primary “take away” from Carol Trimble’s segment of the webinar. These may be tied in to other segments as well, but the emphasis is reflecting on community connections specifically.

2 Small Group Discussions by subject area: visual art teachers and performing art teachers – 30 minutes

There are potential connections between school arts programs and the community in *every* school district. Brainstorm possible new links that can be made between visual arts (for the art teachers) or performing arts (for the music/drama/dance teachers) in the community. Think “outside the box”... reflect on the takeaways from the Large Group share and identify creative new partnerships that could exist. List on the board/large paper and articulate why and how the connection could benefit BOTH the school and the community. Likewise identify the leadership roles arts teachers would be required to take on in order to facilitate initial dialogue and the development of an overarching plan.

Large Group share – 30 minutes

Reconvene and have both groups share their brainstormed ideas. Identify the ideas that do overlap or may tie in naturally with others on the combined lists. Select a top 3 or 4 ideas for pursuing this school year. For each, identify the roles that all teachers will play in making this occur. Formulate the plan while incorporating the takeaways from the initial Large Group share.

Post Meeting

Clearly, several followup meetings will be necessary to update the arts teachers as to the progress of the work being done, unforeseen challenges and recommitment to next steps.
