



# Arts

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## FOR EVERY STUDENT

**School Handbook**

[www.dccollaborative.org](http://www.dccollaborative.org)

The name Arts for Every Student says it all. Through AFES every student regardless of ethnicity, economic status or school is given the opportunity to experience some arts-related event/activity that enhances their life.

—Priscilla Barrow, Music Teacher, Emery Elementary



# Introduction

It is our pleasure to welcome you as a school partner in the **Arts for Every Student (AFES)** program. **Arts for Every Student** is the cornerstone program of the DC Collaborative, created in 1998 to serve as a vital arts education resource to the DC Public and Chartered Public school communities.

The primary goals of the **Arts for Every Student** program are to establish the arts and humanities as an essential component of a high-quality education, and to provide equitable access for all DC Public and chartered public school students to the wealth of arts and humanities experiences available in the metro DC area, regardless of socioeconomic status.

This handbook is designed to make school partnership easier, and to provide all the information a school partner needs for a positive and successful experience. This handbook contains information about the theory and foundation of the DC Collaborative’s arts education programming, as well as the specific nuts-and-bolts information for the **Arts for Every Student** program.

Welcome again as a school partner for the **Arts for Every Student** program. We look forward to a successful and enriching year together!



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## Contact Us

1001 G Street, NW  
Suite 1000W  
Washington, D.C., 20001  
202.879.9327(p), 202.393.575 (f)  
[www.dccollaborative.org](http://www.dccollaborative.org)  
[info@dccollaborative.org](mailto:info@dccollaborative.org)

# DC Collaborative Core Values

As the cornerstone program for the DC Collaborative, **Arts for Every Student** is a shining example of the organization's core values. These core values were developed to better align the DC Collaborative with the principles of our two primary constituencies, our members and our school partners, and serve as the foundation of our work. Our core values are:

- **Collaboration** We have a responsibility to be a collaborative partner in providing arts and humanities programming.
- **Equity** We believe that every student and educator is entitled to equitable access to arts and humanities education programming.
- **Service** We are committed to serve our local school community, DC Public and Chartered Public Schools.
- **Value** We strive to provide high-quality materials to educators to complement and enhance their students' artistic and educational experience and knowledge.
- **Respect** We welcome each member organization's ideas and feedback so that we may enrich the cultural programming available to our local school community.
- **Excellence** We strive continually to learn and improve so that we may achieve the highest ideals of public service.





# DC Collaborative Arts Education Continuum



We believe that a high-quality arts education involves the following:

- Exposure to high-quality arts experiences
- The integration of arts across the curriculum
- Learning in the arts, including the visual arts, music, dance and drama

In 2004, the **Arts Education Continuum** was developed by a task force of DC Collaborative members and DC educators, in an effort to strategically define the elements of a well-rounded arts education, and highlight how the arts contribute to a more meaningful and effective education. The **Arts Education Continuum** demonstrates that a well-rounded arts education is comprised of three components: *Arts Experiences*, *Arts Learning*, and *Arts Integration*. No one component is more important than the other, and each increases the efficacy of the other.

The **Arts for Every Student** falls within the *Arts Experiences* category, and plays a key part in the DC Collaborative's **Arts Education Continuum**, providing an entry point for the other two components. As students attend **AFES** events, they may become excited and inspired to learn about that art form, or more willing to explore their own creativity in the classroom. Their **Arts for Every Student experience** may be the first time they've ever seen or heard about that particular art form, and it may be the first step that begins the journey of a lifetime.

## Arts Experiences

Students have an opportunity to observe performing arts, visual arts or humanities by artists.

Example: Attend a performance or visit a museum/art gallery, or a performance/exhibit provided at a school.

## Arts Learning

Students receive instruction by artists and arts teachers to increase their skill in or knowledge of an art form.

Examples: Student is enrolled in music, theater, visual arts, dance and/or humanities class as part of their curriculum; or student participates in lessons taught by an arts teacher or by artist out of school.

## Arts Integration

Students participate in instruction with objectives in an art form and another content area taught by artists, arts teachers and/or classroom teachers to enhance learning in both the art form and the other content area.

Example: A teaching artist or teacher develops a five lesson unit of study integrating an art form. During the unit, students will learn about the elements of the art form, and traditional content area. The student will create a project that demonstrates learning and understanding in both areas.

# Program Structure

The **AFES** program makes it possible for nearly 30,000 students to attend area cultural events each year for free.

The DC Collaborative matches schools with arts events through a four-part process:

- 1) Identifying arts events
- 2) Marketing those arts experiences via the website and catalogue to schools
- 3) Coordinating the field trip process
- 4) Providing at least a partial reimbursement of the ticket price to ticketing members.

Events are identified through our **AFES** application process that occurs in late spring of each year wherein active Members who want to participate submit an application. Participants are then required to sign a Memo of Understanding (MOU) each year. A catalogue of arts and culture events is then developed by DC Collaborative staff and marketed to all DC Public and Chartered Public schools.

Any DC Public or Chartered Public School is eligible to register to participate in the program. Once registered, each participating school is eligible to request a maximum of 100 tickets to one event per school year in each of the following grade groupings:

- PreK and K
- 1<sup>st</sup> and 2<sup>nd</sup> Grades
- 3<sup>rd</sup> Grade
- 4<sup>th</sup> Grade
- 5<sup>th</sup> Grade
- 6<sup>th</sup> and 7<sup>th</sup> Grades
- 8<sup>th</sup> Grade
- 9<sup>th</sup> – 12<sup>th</sup> Grades

For the 2013-2014 school year, PreK-K will receive the option of selecting either 100 tickets for one trip to a cultural venue, or one in-school performance. Ninth through 12th grades have the option of an in-school poetry residency or in-school theater residency in lieu of an **AFES** trip.

## AFES Personnel

- **DCAHEC Program Manager** manages and coordinates all AFES programming, and acts as liaison to member organizations regarding AFES, participating vendors and Key Communicators.
- **Member Providers** are members of the DC Collaborative that apply yearly to offer age-appropriate arts experiences.
- **Key Communicator** is the key point of contact at each school registered with AFES. They coordinate all AFES programming in their respective schools.
- **Principal** supports the Key Communicator and the **Arts for Every Student** program in their school.
- **Teachers** work with the Key Communicator to select events for their students, and integrate events into classroom lessons or units to maximize educational value of experience and engage multiple learning styles. (Teach 4 of the TLF).

## AFES Transportation

The DC Collaborative coordinates the following methods of transportation for **AFES** trips:

- Bus arranged by DC Collaborative; or,
- Bus arranged by school; or,
- Metro Rail is used.



# How to become an AFES School Partner

## Step 1: Designate a School Key Communicator

The DC Collaborative staff works with one main contact in every partner school. This individual is called our “Key Communicator.” This is a voluntary position, held by a school staff member, however, school leadership must be aware of the designated individual, and send confirmation to our office (see Step 3 for more information on this process).

### Role of the Key Communicator

The Key Communicator plays an essential role in your school’s **Arts for Every Student** experience. They are the key point of contact at each school registered in the **Arts for Every Student** program, helping us to bring our resources to you. The Key Communicator coordinates all **AFES** programming in their respective schools. Their responsibilities are listed in the Roles and Responsibilities section of this handbook.

#### *How will I know if my school has a designated Key Communicator?*

Many returning AFES partner schools already will have a designated Key Communicator. If you are unaware of your school’s status, please contact our office. We will be able to review our records and confirm your school’s Key Communicator status.

## Step 2: Attend the Arts for Every Student School Orientation

The next step in the process is to attend the **Arts for Every Student** School Orientation. School Orientations are held at the end of each school year, and attendance is mandatory, so that DC Collaborative staff can be sure our school partners have the information they need to participate fully in the **Arts for Every Student** program. Additional orientation dates are offered at the start of the year to accommodate busy schedules, and ensure that every school wishing to take advantage of **Arts for Every Student** is able to do so.



At the School Orientation, the program structure and policies are reviewed, with a special focus on the online registration process and any new program policies for the coming school year. The roles and responsibilities of school partners and the DC Collaborative staff are also reviewed. The School Orientation also includes the opportunity to meet and chat with some of our member organizations. The School Orientation is a wonderful opportunity to become familiar with all that our members have to offer, the DC Collaborative staff and how we can support your participation in this program, and to stay connected from year to year.

Attendance is required for program participation. Every year, DC Collaborative staff works to improve our program offerings and services, and so each orientation will cover any new program policies or important updates.

Each school's designated Key Communicator should attend the School Orientation. However, any interested school staff member is welcome to attend! If the designated Key Communicator is unable to attend any of the three scheduled dates for orientation, a qualified school representative must attend in order to remain eligible for program participation.

## Step 3: Registering and Using the AFES Online Registration System:

Once a Key Communicator has been designated, he/she should create a user account in the online AFES Registration system. Any teacher in a participating school may create a user account, however only the Key Communicator should register for AFES trips!

To access the **AFES** Online Registration system, the Key Communicator should do the following:

- Go to [www.dccollaborative.org](http://www.dccollaborative.org).
- Click on the purple button on the home page: Teachers, Get Your Students Involved.
- Follow the steps listed on the page.
  - Step 1: Select the letter that corresponds to the first letter of your school's name.
  - Step 2: If you don't see your school listed, click the "Not listed" button at the bottom of the page.
- Select your School.
- Complete the New User sign up form.

A user request will be sent to DC Collaborative staff via email. Staff will approve the user request, and the new user will be sent an email indicating approval. The new user is now ready to access the **AFES** Online Registration system as a school user account.

Once accepted, members will need to log-in with their User name and Password to access the AFES extranet via the DC Collaborative external website: [www.dccollaborative.org](http://www.dccollaborative.org)

**Be sure to write down your user name and password. If you need help or have forgotten your password, contact the DC Collaborative.**



### *How can other school personnel use the AFES Online Registration System?*

The **AFES** Online Registration system is a great resource for all teachers! First, teachers are encouraged to access the system to review the **AFES** event offerings for students appropriate to their grade level, so that they can better work with the Key Communicator to select events most appropriate for their students. Teachers should select events that correspond to lessons or units planned for the year. Ideally, AFES events enrich and enhance lessons or units.

**Note: AFES arts and humanities experiences are conducive to the best practices identified in DCPS Teaching and Learning Framework for DCPS teachers:**

**Teach 3 (*Engage*), Teach 4 (*Target multiple learning styles*), and Teach 7 (*Invest students in their learning*).**

Another great reason for teachers to take advantage of the AFES Online Registration system is that the system also includes the Professional Development workshops available to teachers through our member organizations. These workshops are a great way to bring the arts into your classroom practice, and learn how to more effectively utilize the arts and cultural organizations as a learning resource. Teachers self-register for workshops in the AFES Online Registration system, and do not need to go through the Key Communicator to do so.

**Note:** Professional Development workshops offered by members may be submitted to the DC Office of the State Superintendent for Education (OSSE) for consideration towards recertification. Teachers should be sure to request and receive an authenticating document from the providing organization of the workshop, for submission to OSSE as proof of participation.

### **My School Is a Registered School Partner...Now What?**

Once your school is registered and the Key Communicator has attended an AFES School Orientation, the next step in the process is selecting events for your school. As mentioned previously in this handbook, every registered school is eligible to request a maximum of 100 tickets per designated grade groupings (see section "Program Structure"), to one event per school year. Tickets to events are limited, and are based upon the providing member organization's total ticket offer to the DC Collaborative. Tickets are also based on a first-come, first-served basis.

**AFES** events are offered to schools from October to June of the school year. Event descriptions and information for trips and in-school events are available for schools to review in late August in print, and by early September online, [www.dccollaborative.org](http://www.dccollaborative.org). Schools may only register for trips or request in-school performances once registration has been opened officially by the DC Collaborative office.



## The step-by-step process for selecting and registering for AFES events for your school:

1. The Key Communicator sends a notice to classroom teachers according to the AFES grade groupings, asking for their trips selections.
2. Once all trip selections have been received by the Key Communicator from colleagues, the Key Communicator logs on to the AFES Online Registration site, [www.dccollaborative.org](http://www.dccollaborative.org), using their User Name and Password to view offerings.
3. Using the **Search Program** button at the top of the page, the Key Communicator should search for the events requested by his/her colleagues. The easiest methods for the search are either by Key Word, or using the **Member Programs** drop down arrow option. The **Member Programs** drop down arrow will list events offered by a specific provider, e.g. The Textile Museum. The search can also be narrowed by selecting **"Student"** from the **"Program Type"** option on this screen.
4. If an event is offered on multiple dates, multiple events will be listed on the screen.
5. Once the requested event is in view, click on **"Review"** for the specific event date to select tickets. The next screen will provide the event description and information, e.g. date, time, and location of the event.
6. The Key Communicator should select the number of tickets at the top of the screen, including chaperones, needed.
7. Once events are selected, your trip is confirmed. **You will not receive any other notifications from our office.**

### Please note:

- The 100 ticket maximum request *includes* adult chaperones.
- For events with space limitations, such as some museum events, multiple event dates may be requested to reach the 100 ticket maximum request. Please speak with DC Collaborative staff about this process.

## Education Materials

To get the most impact from AFES field trip experiences, teachers are strongly encouraged to use pre- and post-trip education materials.

Three weeks prior to the event, member providers must send event education materials to registered schools. Classroom teachers should utilize these materials as support for classroom lessons related to the AFES experience.

# Transportation Process

## Process

DC Collaborative staff will book transportation for school registrations, unless the school is able to provide their own transportation. Bus requests are submitted by the DC Collaborative to bus providers 30 days in advance of the event.

Key Communicators should periodically check their account in the **AFES** Online Registration system for alerts from the DC Collaborative office, and to verify transportation has been assigned for the event(s). Transportation will be assigned and listed on the AFES Online Registration site 30 days prior to an event. Key Communicators may view transportation assignments on the **AFES** Online Registration site, when viewing the event details 30 days in advance of the event. If the Key Communicator does not see the transportation assignment within 30 days of the event, they should contact our office immediately.

# Program Policies

## Transportation Policies

As mentioned in the Program Structure section of this handbook, the following are the transportation methods utilized by the **Arts for Every Student** program:

- Bus arranged by DC Collaborative
- Bus arranged by school
- Metro Rail

Transportation assignments will be chosen based upon the following:

- All PreK-2<sup>nd</sup> students will arrive to events via contracted bus providers.
- For grades 3-12, metro will be selected based on school and event proximity to metro stations.

Key Communicators should verify event location information with all adult chaperones prior to the trip. Key Communicators are responsible for confirming all details via the information provided on the AFES Online Registration site.

## Bus Policies:

DC Collaborative staff will confirm all event details with bus providers prior to the trip. Please contact our office with any questions or concerns about transportation on the day of the event.

### Bus Pick-up/Arrival at School:

Adult chaperones should be sure that all students are prepared and waiting for the bus at the scheduled arrival time.

Buses will arrive for pick-up at the school 1 hour before the event. Please allow the bus provider 15 minutes after the scheduled pick-up time. If the assigned bus provider does not arrive at the school location 15 minutes after the scheduled pick up time, please contact our office. The AFES Program Manager will contact the bus company to remedy the situation.

### Event Drop Off:

At most event locations, buses will not be able to wait on the street for the duration of your event. Chaperones should note the name of their bus provider, the bus driver, a contact cell phone number if possible, and confirm the time students will be out of the event.

At some event locations, buses will be assigned a spot to park for the duration of the event. In this case, it is still helpful to note the above referenced information.

### Breakfast/Lunch Arrangements:

Schools are expected to make arrangements for students to eat prior to the trip, and/or notify the school cafeteria that students will be eating after the trip. Schools may not ask bus drivers to take them anywhere for lunch. Students are not permitted to eat or drink on contracted buses.

## Metro Policies:

**Grades:** Only grades 3-12 will be considered for Metro.

**Walking Distance:** Metro stations must be within safe walking distance from the school and the event location. Safe walking distance is calculated at .3 mile.

**Purchase and Distribution:** The DC Collaborative will purchase Metro student fare cards for schools assigned metro as their transportation method. The DC Collaborative office will mail metro passes along with an acknowledgement receipt to the Key Communicator via USPS.



Collaborative staff will contact the Key Communicator for return of the unused cards. If unused cards are not returned, the DC Collaborative will invoice the school for the cost of the unused cards.

**Metro Transit Police:** On high capacity days, DC Collaborative staff notifies Metro Transit Police that large groups will be taking metro from schools to the events. Metro Transit Police are provided the date(s), starting and ending stop(s), time(s) of day, and ideally the number of students. An example of a high-capacity day is the Washington Ballet's *Septime Webre's The Nutcracker* at the Warner Theater in December.

## Trip Cancellation Policy

In the event that a trip needs to be canceled, Key Communicators are required to cancel trips. Trips must be cancelled 30 days in advance.

The step-by-step process to cancel a trip 30 days in advance:

1. Go to [www.dccollaborative.org](http://www.dccollaborative.org), and log in to your user account.
2. Choose "**View Reservations.**" When the list appears, there will an option on the right side to cancel. Click the appropriate cancellation button.

**NOTE: If you must cancel within 30 days of a trip, you must do so IN WRITING.**

**Your school will be invoiced for the cost of the tickets and any transportation fees incurred. Phone calls will not be honored for trip cancellations.**

## Ticket Reduction Policy

Key Communicators may reduce ticket numbers using the AFES Online Registration System more than 30 days in advance of an event. To reduce ticket numbers:

1. Log on to the AFES Online Registration system using the user name and password.
2. Using the View Reservations button, select the requested trip.
3. Cancel the requested trip. Then **re-select** the trip with the updated number of tickets you need.

Schools must notify our office of ticket reductions of 10 or more tickets less than 30 days in advance of the event, or they will be billed for the cost of the unused tickets and transportation.

The online system locks out 30 days prior to a trip. No changes can be made within 30 days of a trip. If you must make changes to number of requested tickets within 30 days of a trip, you must contact our office **IN WRITING**. Phone calls will not be honored for ticket reductions. **Your school will be invoiced for the cost of the unused tickets and any transportation fees incurred.**

## Outstanding Balances

Any school with an outstanding balance with the DC Arts & Humanities Education Collaborative will be ineligible for program participation until the outstanding balance is paid.

Balances may be incurred for, but not limited to, the following:

- Requested tickets that go unused
- Transportation that is requested but unused.

# Roles and Responsibilities

It takes team work to make the **Arts for Every Student** program a success, and we appreciate the work of all our school partners and member providers! We also firmly believe that setting clear expectations and clear understandings make for a better program experience for everyone. If questions arise at any time during your participation in the **Arts for Every Student** Program, please feel free to contact our office.

As mentioned in the Program Structure section of this handbook, the following parties are participants in the **Arts for Every Student** Program:

- DC Collaborative Program Manager
- Member Providers.
- Key Communicator
- Principal
- Teachers

Each plays a unique role in ensuring the success of the **Arts for Every Student** program.

## DC Collaborative Staff and Membership

You can count on the DC Collaborative staff and membership to strive to provide a wonderful experience for your students. We know that arts experiences can be a highly effective method of reinforcing classroom content by relating the lesson to the outside world, engaging students with diverse learning styles, and inspiring students to learn more about a subject. To make sure we accomplish our goals, the DC Collaborative and member providers are responsible for the following:



## DC Collaborative Program Manager

The Program Manager is the main contact at the DC Collaborative for our school partners and member providers. The Program Manager's duties include:

- Manages the process to solicit and select member events to be offered through AFES.
- Conducts outreach to schools and is the primary liaison for the Key Communicators during the school year.
- Coordinates transportation for out-of-school events.
- Solicits and analyzes teacher feedback from attended events via teacher evaluation forms.

## Member Providers

- Offer age-appropriate, high-quality arts events that enhance students' educational and artistic learning.
- Connect events to DC State Learning Standards.
- Provide preparatory materials (teacher and/or student guides) to school contacts at least three weeks before the performance date to help teachers prepare students for the event.

## School Partners

As mentioned before, it takes team work to make the **Arts for Every Student** program work! Good school partners are essential to our success. Please review the following roles, to ensure your school has a great experience:

### Key Communicators:

- Works with fellow teachers to select events by grade grouping for trips to cultural organizations.
- Ensures that permission slips are sent home and returned back to the school.
- Ensures that students load on and off of the bus or metro safely.
- Provides school leadership and front office a written schedule of all selected trips and events for the entire year.
- Sends reminders to fellow teachers of scheduled events.
- Notifies school leadership and the front office of all scheduled trips and events at least one week prior to scheduled trip or event.
- Contacts the DC Collaborative Program Manager with all comments, questions or concerns.
- Represents the school at **AFES** related meetings and events; if unable to attend, works with administrators and colleagues to send a qualified school representative.



## Principals

- Confirm the Key Communicator for your school.
- Review the schedule of all selected AFES events for the school year.
- Understand the AFES program structure and policies.
- Encourage and supports the AFES work and responsibilities of the Key Communicator in the school.
- Ensure that all staff is aware of the AFES program.
- Ensure that teachers are connecting AFES events to classroom lessons and units.

## Teachers

- Consider student learning objectives and needs for the year, and reviews the catalogue of AFES events (available in print and online) to select appropriate events for their grade level.
- Provide the Key Communicator with choice of events appropriate for their grade level.
- Distribute and collects permission slips in a timely fashion.
- Chaperone AFES trips and ensures appropriate student behavior.
- Encourage and supports the work of the Key Communicator in the school.
- Integrate arts and cultural experiences into classroom learning.
- Integrate AFES events into classroom learning, before and after the experience.
- Complete post event evaluation forms to be sent to the DC Collaborative.



# School FAQ

We've developed this quick FAQ sheet to share with your colleagues. Please feel free to copy this page and distribute in your school. This information will also be available online at our website, [www.dccollaborative.org](http://www.dccollaborative.org).

## How do schools register to participate?

Registration is online at [www.dccollaborative.org](http://www.dccollaborative.org). A representative from the school should contact our office for more information on the registration process, and school participation requirements.

## If a school only needs 65 tickets, can they request 100?

As the number of tickets per event is limited, we ask that schools only request what they need.

## Does the 100 ticket maximum request include the number of chaperones?

Yes.

## What if a school has less students attend the event than requested?

Schools must notify our office of ticket reductions 30 days in advance, or they will be billed for the cost of the unused tickets and transportation.

## What is the process for a school to cancel a trip?

Trips must be cancelled 30 days in advance. All cancellations must be made in writing by contacting the DC Collaborative Program Manager via e-mail at [info@dccollaborative.org](mailto:info@dccollaborative.org).

## Are students permitted to eat on the bus, or after a trip?

Schools are expected to make arrangements for students to eat prior to the trip, and/or notify the school cafeteria that students will be eating after the trip. Schools may not ask bus drivers to take them anywhere for lunch.

## Contact

1001 G Street, NW  
Suite 1000W  
Washington, D.C. 20001  
202.879.9327 (p)  
202.393.5705 (f)  
[info@dccollaborative.org](mailto:info@dccollaborative.org)  
[www.dccollaborative.org](http://www.dccollaborative.org)

# Additional Resources For Arts Education

There are many resources that can support the integration of the arts and humanities into your teaching practice and classroom. We've listed a few here. For additional resources or referrals, please don't hesitate to contact our office.

## Web

**ARTSEDGE, <http://artsedge.kennedy-center.org/>, the John F. Kennedy Center.**

ARTSEDGE — the National Arts and Education Network — supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience. ARTSEDGE empowers educators to teach in, through, and about the arts by providing the tools to develop interdisciplinary curricula that fully integrate the arts with other academic subjects.

ARTSEDGE offers free, standards-based teaching materials for use in and out of the classroom, as well as professional development resources, student materials, and guidelines for arts-based instruction and assessment.

**Arts Education Partnership, <http://www.aep-arts.org/>**

The Arts Education Partnership provides information and communication about current and emerging arts education policies, issues, and activities at the national, state, and local levels. Our major projects and activities include: commissioning and disseminating research about critical arts and education issues; maintaining and linking databases on state-level policies for arts education; and convening national forums around significant themes and issues in the field. Our partners include federal arts and education agencies, state departments of education, state arts agencies, national arts and education organizations, and arts and education collaboratives at the state and local level.

**Choral Arts Society of Washington's Online Learning Community**

**<https://www.choralarts.org/OnlineEducation/default.aspx>**

The Choral Arts Society of Washington has created an online learning community, free for any teacher or learner who would like to join. The online learning community contains music integrated lesson plans for the classroom, a place to share music-integrated lessons created by you or your colleagues, composer study guides, information about music integration, and much more.



# Publications

## **Arts Integration Frameworks, Research, & Practice: A Literature Review**

Burnafor, G., et al. (2007). Arts Integration Frameworks, Research, & Practice: A Literature Review. Washington, DC: Arts Education Partnership.

## **Building Parent Involvement Through the Arts**

Sikes, M. (2007). Building Parent Involvement Through the Arts. Thousand Oaks, CA: Corwin Press, 2007.

## **Renaissance in the Classroom**

Burnafor, G., Aprill, A., and Weiss, C. (2001). Renaissance in the Classroom. Mahwah, NJ: Lawrence Erlbaum.

## **Third Space: When Learning Matters**

Stevenson, L. M., and Deasy R. J. (2005). Third Space: When Learning Matters. Washington, DC: Arts Education Partnership.

## **Understanding By Design**

Wiggins, G., and McTighe, J. (2005). Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development.