

Partners in Education
The John F. Kennedy Center for the Performing Arts
Participation Guidelines

Phase ONE	Phase TWO
<p>ENROLLMENT IN PHASE ONE When Teams are accepted into the Partners in Education program, they are automatically enrolled in Phase ONE.</p>	<p>ENROLLMENT IN PHASE TWO Teams indicate interest in participating in Phase TWO by signing a Letter of Commitment.</p>
<p>DURATION OF ENROLLMENT This phase consists of two years for a new Partnership Team—from the Institute through two Annual Meetings.</p>	<p>DURATION OF ENROLLMENT This phase has no time limit.</p>
<p>TEAM MEMBERS</p> <p>Official Team Members</p> <p>Official Partnership Teams include the representatives from the arts organization and school system that were named in the original application submitted to the Kennedy Center.</p> <p>The representative from the arts organization may be the education director or executive director. The schools representative should be a district-level administrator, ideally from the divisions of curriculum or teacher professional development.</p> <p>Adding Individuals</p> <p>Teams may add members from existing partnership organizations on a limited basis. Any addition of members must be requested in writing by all current Team Members and be approved in writing by the Kennedy Center.</p> <p>When a Team Member leaves the partnership, the proposed replacement must meet the established selection criteria and be approved by the Kennedy Center.</p> <p>Adding Organizations</p> <p>Teams may add organizations to the Team on a limited basis. Typical additions include a local arts agency, an additional school system, or a college/university pre-service program. Any addition of a new organization must be requested in writing and signed by the CEOs and Superintendents of all existing partnering institutions, and be approved in writing by the Kennedy Center. Also, a letter from the CEO of the new organization or Superintendent of the school system is required that states their understanding that the Partners in Education program focuses on professional development, a commitment of resources, and includes the name and contact information for their representative to the Team.</p>	<p>TEAM MEMBERS</p> <p>Official Team Members</p> <p>Official Partnership Teams include representatives from the arts organization and school system that were named in the original application submitted to the Kennedy Center.</p> <p>Adding Individuals</p> <p>Teams may add members from existing partnership organizations on a limited basis. Any addition of members must be requested in writing by all current Team Members and be approved in writing by the Kennedy Center.</p> <p>When a Team Member leaves the partnership, the proposed replacement must meet the established selection criteria and be approved by the Kennedy Center.</p> <p>Adding Organizations</p> <p>Teams may add organizations to the Team on a limited basis. Typical additions include a local arts agency, an additional school system, or a college/university pre-service program. Any addition of a new organization must be requested in writing and signed by the CEOs and Superintendents of all existing partnering institutions, and be approved in writing by the Kennedy Center. Also, a letter from the CEO of the new organization or Superintendent of the school system is required that states their understanding that the Partners in Education program focuses on professional development, a commitment of resources, and includes the name and contact information for their representative to the Team.</p>

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<p>TEAM MEMBERS (continued)</p> <p>Loss of Member Institution</p> <p>A Partnership Team consists of, at a minimum, one arts organization and one school district. In the event that one partner organization withdraws from the program and the remaining organization(s) wishes to continue as a Partnership Team, a new partner organization must be identified within six months of the date of withdrawal. During the interim, the Partnership Team will be considered to be on hiatus. The new organization must submit a letter of support from the Superintendent or CEO/Executive Director expressing the organization’s wish to join the Partnership Team within the six month deadline. In addition, all remaining Team institutions must submit a letter from their Superintendent or CEO/Executive Director requesting the addition of the new member institution. If after six months, the Kennedy Center does not receive these letters, the Partnership Team will be considered dissolved and will no longer be a member of the Partners in Education program.</p>	<p>TEAM MEMBERS (continued)</p> <p>Loss of Member Institution</p> <p>A Partnership Team consists of, at a minimum, one arts organization and one school district. In the event that one partner organization withdraws from the program and the remaining organization(s) wishes to continue as a Partnership Team, a new partner organization must be identified within six months of the date of withdrawal. During the interim, the Partnership Team will be considered to be on hiatus. The new organization must submit a letter of support from the Superintendent or CEO/Executive Director expressing the organization’s wish to join the Partnership Team within the six month deadline. In addition, all remaining Team institutions must submit a letter from their Superintendent or CEO/Executive Director requesting the addition of the new member institution. If after six months, the Kennedy Center does not receive these letters, the Partnership Team will be considered dissolved and will no longer be a member of the Partners in Education program.</p>

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<p>PROGRAM FOCUS AREAS</p> <p>Phase ONE Teams participate in</p> <p>FOCUS A: The Basics of Professional Learning for Teachers</p> <p>In this area of Focus, Teams engage in planning, presenting, and evaluating a minimum of three professional development workshops for teachers annually. Events may include either arts integrated or arts discipline-specific workshops.</p> <p>FOCUS A: PROGRAM RESPONSIBILITIES</p> <p>Teams annually:</p> <ul style="list-style-type: none"> • Conduct an assessment of teachers’ professional learning needs • Convene an advisory group to assist with needs assessment, program design, and marketing efforts • Target participation by individual teachers from a variety of schools, as well as teams of teachers from within individual schools • Plan and conduct a minimum of three 3-hour workshops for teachers based on the needs assessment • Assess program planning and implementation and make revisions to better meet participants’ needs • Implement a three-perspective (workshop leader, participants, and sponsor) evaluation process for all workshops and use results for program improvement • Self-assess the Team Members’ relationships and roles and responsibilities; adjust for increased effectiveness 	<p>PROGRAM FOCUS AREAS</p> <p>Every two years, Teams select an area of Focus and complete a Partnership Agreement to reflect that Focus. Phase TWO Teams may select FOCUS B or FOCUS C.</p> <p>FOCUS B: Extended Professional Learning for Teachers</p> <p>Teams engage in planning, presenting, and evaluating professional development workshops for teachers. Events may include either arts integrated or arts discipline-specific workshops.</p> <p>FOCUS B: PROGRAM RESPONSIBILITIES</p> <p>Teams annually:</p> <ul style="list-style-type: none"> • Conduct an assessment of teachers’ professional learning needs • Convene an advisory group to assist with needs assessment, program design, and advocacy efforts • Serve greater numbers of individual teachers and teams of teachers • Conduct a minimum of three 3-hour workshops for teachers, and/or one 3-session sampler course* • Assess program planning and implementation and make revisions to better meet participants’ needs • Continue to conduct a three-perspective (workshop leader, participants, and sponsor) evaluation process for all workshops and use results for program improvement. • Self-assess the Team Members’ relationships and roles and responsibilities; adjust for increased effectiveness <p>Focus B Optional Components:</p> <ul style="list-style-type: none"> • <i>Extend workshops and courses with demonstration teaching* in select classrooms before or after workshops/course sessions</i> • <i>Establish study groups* of teams of teachers who participated in the professional learning courses</i> • <i>Offer professional development for teachers to help them prepare students to learn from attendance at live performances (may include such things as workshops, performance guides, and online resources)</i> <p style="text-align: right;">*Definitions appear on last page</p>

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	<p>PROGRAM FOCUS AREAS (continued)</p> <p>FOCUS C: High Impact Professional Learning for Teachers</p> <p>In addition to conducting workshops like those listed in Focus B, Teams develop more ongoing and in-depth professional development with courses on one arts strategy, courses extended with demonstration teaching, and/or courses extended with arts coaching in the classroom.</p> <p>FOCUS C: PROGRAM RESPONSIBILITIES</p> <p>Teams annually:</p> <ul style="list-style-type: none"> • Conduct an assessment of teachers’ professional learning needs • Convene an advisory group to assist with needs assessment, program design, and marketing efforts • Serve greater numbers of individual teachers and teams of teachers; with emphasis on serving teams of teachers from the same school; build participation across grade levels • Conduct a minimum of five 3-hour workshops for teachers and one 3-session in-depth course* • Offer demonstration teaching* in select classrooms preceding or following workshops/ course sessions • Assess program planning and implementation, and make revisions to improve programs • Continue to conduct a three-perspective (workshop leader, participants, and sponsor) evaluation of workshops and use results for program improvement. • Self-assess the Team Members’ relationships and roles and responsibilities; adjust for increased effectiveness <p><i>Focus C Optional Program Components:</i></p> <ul style="list-style-type: none"> • <i>Extend workshops/courses with coaching* and study groups in selected participating teachers’ classrooms</i> • <i>Whole School Initiative - Teams may work with one or more principals to establish arts integrated programs throughout their schools. Teams offer ongoing, professional development, including in-depth courses*, workshops, demonstration teaching*, arts coaching*, and study groups.*</i> • <i>Work at the district level to engage support for favorable arts education policies</i> • <i>Document and share evidence of student learning</i> <p style="text-align: right;">*Definitions appear on last page</p>

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<p>PARTICIPATION RESPONSIBILITIES</p> <p>INSTITUTE</p> <p>All Team Members must attend the Institute.</p> <p>ANNUAL MEETINGS</p> <p>Ongoing professional learning for Team Members is delivered primarily through Annual Meetings held each winter in Washington, D.C. Each Team Member is required to attend all Annual Meetings during their participation in this Phase.</p>	<p>PARTICIPATION RESPONSIBILITIES</p> <p>ANNUAL MEETINGS</p> <p>Ongoing professional learning for Team Members is delivered primarily through Annual Meetings held each winter in Washington, D.C.</p> <p>All Team Members are required to attend a minimum of three Annual Meetings in a five-year period*. Teams that do not meet this requirement enter into “probation status” and are required to submit a letter of recommitment from all partner institutions’ CEO’s and Superintendents, in addition to fulfilling the Annual Meeting attendance requirement at the next opportunity.</p>
<p>ADMINISTRATIVE RESPONSIBILITIES</p> <p>PLANNING AND REPORTING</p> <p>Annually Teams submit:</p> <ul style="list-style-type: none"> • a Partnership Agreement Update (by May 1) (Form provided by the Kennedy Center). • an Annual Report (by July 1) (Form provided by the Kennedy Center). <p>FINANCIAL RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Teams are responsible for registration fees for the Institute and Annual Meetings. • The Kennedy Center provides roundtrip airfare for Team Members to attend the Institute and the first two Annual Meetings. • Team Members are responsible for hotel costs for the Institute and Annual Meetings. 	<p>ADMINISTRATIVE RESPONSIBILITIES</p> <p>PLANNING AND REPORTING</p> <p>Annually, Teams submit:</p> <ul style="list-style-type: none"> • a Partnership Agreement Update (by May 1) (Form provided by the Kennedy Center) • an Annual Report Form (by July 1) (Form provided by the Kennedy Center) <p>FINANCIAL RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Teams are responsible for annual program dues. • Teams are responsible for registration fees for Annual Meetings, as well as for hotel and transportation costs. <p>The Kennedy Center will accept applications, based on need, for partial travel reimbursement for Annual Meeting attendance by official Team Members.</p>

*The full policy is available from the National Partnerships office.

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<p>ADMINISTRATIVE RESPONSIBILITIES (continued)</p> <p>APPROVED LANGUAGE</p> <p>Teams are strongly encouraged to identify their relationship with the Kennedy Center in all publications, newspaper articles, etc. Teams should use the following terminology:</p> <p style="padding-left: 40px;"><i>“The (Arts Organization Name) and (School District Name) are members of the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington, D.C. Selected because of their demonstrated commitment to the improvement of education in and through the arts, the Partnership Team participates in collaborative efforts to make the arts integral to education.” OR</i></p> <p style="padding-left: 40px;"><i>“The [Arts Organization Name] and [School District Name] have been selected to participate in the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington, D.C.”</i></p>	<p>ADMINISTRATIVE RESPONSIBILITIES (continued)</p> <p>APPROVED LANGUAGE</p> <p>Teams are strongly encouraged to identify their relationship with the Kennedy Center in all publications, newspaper articles, etc. Teams should continue to use the following terminology:</p> <p style="padding-left: 40px;"><i>“The (Arts Organization Name) and (School District Name) are members of the Partners in Education program of the John F. Kennedy Center for the Performing Arts Washington, D.C. Selected because of their demonstrated commitment to the improvement of education in and through the arts, the Partnership Team participates in collaborative efforts to make the arts integral to education.” OR</i></p> <p style="padding-left: 40px;"><i>“The [Arts Organization Name] and [School District Name] have been selected to participate in the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington, D.C.”</i></p>
<p>RESOURCES FOR TEAMS</p> <p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> • Professional learning for Team Members is delivered primarily through Annual Meetings held each winter in Washington, D.C. Teams also receive priority invitations to attend additional conferences at the Kennedy Center. • Teams receive the Kennedy Center monthly electronic newsletter. • Teams have access to Kennedy Center consultants for program design. • Access to the Partners in Education social networking site <p>ARTIST PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Teams may sponsor Kennedy Center Artists-as-Educators Seminars in their communities at a discount (see Seminar brochure). 	<p>RESOURCES FOR TEAMS</p> <p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> • Professional learning for Team Members is delivered primarily through Annual Meetings held each winter in Washington, D.C. Teams also receive priority invitations to attend additional conferences at the Kennedy Center. • Teams receive the Kennedy Center monthly electronic newsletter. • Teams have access to Kennedy Center consultants for program design. • Access to the Partners in Education social networking site <p>ARTIST PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Teams may sponsor Kennedy Center Artists-as-Educators Seminars in their communities at a discount (see Seminar brochure).

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***Definitions**

Sampler Courses—a series of at least three sessions, each focusing on a different topic or different art form.

In-depth Courses—a series of at least three, sequential, interrelated sessions examining one topic or art form in-depth.

Demonstration Teaching—a professional learning experience for teachers in which a teaching artist leads a lesson with students while teachers observe (using an observation form). To be effective, demonstration teaching extends a workshop/course where teachers learn the specific instructional strategies.

Coaching—teaching artists work one-on-one with a teacher to observe his/her teaching in the classroom and provide feedback. By engaging in a coaching relationship, teachers receive individualized attention as they develop their knowledge and skills for planning and leading instruction and engage in reflection on their own practice. Coaching sometimes includes demonstration teaching and team teaching.

Study Groups—small groups of teachers engage in regular, ongoing, collaborative interactions around topics of interest with opportunities to learn, plan, reflect, and create resources. Examples include reading and discussing articles, reflecting on effects of instruction on student learning, and sharing successes and resolving challenges.