

# SCDE Arts Teacher Institutes 2025

## Descriptions and Progression

### South Carolina Arts Leadership for Success Academy (SCALSA)

Institute Location: Spartanburg, SC

Credit: 3hrs Graduate Credit from Converse University

Dates:

- April 12, 2025; Pre-Institute Meeting (Virtual)
- June 8-13, 2025; Institute Intensive (In-person; Room and Board Included)
- September 13, 2025; Post-Institute Meeting (Virtual)

Who Should Attend:

- Arts Teachers in years 1-3 of teaching
- Arts Teachers completing Alternative Certification (PACE, AFA, etc.)
- Elementary, Middle, High

Institute Description: SCALSA emphasizes the development of standards-based arts curricula, instruction, and assessment as teachers. The primary goal of this institute is to support young arts teachers to advocate and support the continuation of teachers in the arts profession and participation in future institutes offered by the South Carolina Department of Education while supporting student growth in the arts classrooms. This institute aims to improve teacher retention in the arts while providing quality professional development that emphasizes the supports necessary for personal growth as teachers.

Institute Objectives:

- To continue to familiarize new teachers with the 2017 South Carolina College & Career Ready Standards for the Visual and Performing Arts and the National Standards in the Arts and to provide quality examples of lessons taught which align with these proficiency standards measured by participation and reflection in response to the sample lessons.
- To assist teachers in designing and presenting their own quality standards-based arts lessons for future use in grant development and in future institutes through coaching and mentoring as participants revise their lessons for improvement.
- To develop a long-range curriculum plan to meet indicators required under new evaluation/observation 4.0 guidelines and provide measurable evidence of learning targets for student growth.
- To study strategies for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) success to include the writing of student learning objectives (SLOs) per guidelines of the South Carolina Teaching Standards 4.0 as a professional growth model and/or other evaluations currently approved for teacher certification. These strategies will assist participants to become reflective in their decision making for the classroom and effectively assess their own learning about student growth measures.
- To assist teachers in developing arts classroom management and instructional strategies that are effective for unique classroom settings while promoting student achievement and accountability both in face to face and virtual formats.
- To provide strategies for arts advocacy and teacher leadership for personal growth and development as professional teachers and leaders.
- To assist teachers in identifying teaching and learning styles and using this information to implement lessons to meet student needs while increasing student engagement in the learning process.
- To provide strategies for arts advocacy and teacher leadership for personal growth and development as professional teachers and leaders.
- To gain knowledge in writing proposals for grant requests to increase project funding for their classrooms.

### Curriculum Leadership in the Arts (CLIA)

Institute Location: Charleston, SC

Credit: 3hrs Graduate Credit from College of Charleston

Dates:

- April 12, 2025; Pre-Institute Meeting (Virtual)
- June 16-20, 2024; Institute Intensive (In-person; Room and Board Included)
- December 13, 2025; Post-Institute Meeting (Virtual)

Who Should Attend:

- Arts Teachers who have completed SCALSA
- Arts Teachers not eligible for SCALSA participating in their FIRST Arts Teacher Institute
- Elementary, Middle, High

Institute Description: CLIA focuses on curriculum, instruction, assessment, and technology in the implementation of the 2017 South Carolina College and Career Ready Standards for Visual and Performing Arts Proficiency to emphasize student growth. CLIA helps to build partnerships between Arts teachers, community Arts organizations, and higher education. Participants are introduced to current issues and recent research in Arts Education as well as support strategies to sustain the Arts. Participants develop and teach complex standards-based lessons with embedded assessment that emphasize student growth through a series of workshops and hands-on learning activities that inspire innovation. Guest presenters join the participants during the week for a series of seminars, workshops, and training sessions about SLOs, Arts assessment, teacher leadership, and Arts Advocacy. Through these opportunities, participants deepen their practice as teachers, artists, intellectuals, and Arts Advocates. CLIA also focuses on developing leadership skills and addresses the changing context in which the Arts operate and thrive.

Institute Objectives:

- Participants will develop and teach complex standards-based lessons with embedded assessment to measure student growth in their art discipline.
- Participants will develop and teach complex standards-based lessons with embedded assessment to measure student growth in their art discipline.
- Following the CLIA lesson plan, participants will plan and present an Arts lesson with clear and cohesive standards-based instruction that includes embedded assessment that focuses on student achievement in the Arts.
- From Pre-CLIA to the Post-CLIA sessions participants can learn more about creating rich lesson plans that address student achievement in the Arts. Participants create fully-developed lesson plans that include the 2017 *SCCCRVPA* proficiency standards and support arts assessment.
- All Arts teachers in the state are required to use the 2017 *SCCCRVPA* proficiency standards. CLIA gives participants relevant experience and training in using these standards and how successful implementation supports the components of the SC Teaching Standards 4.0 rubric. Additionally, the CLIA experience gives valuable training with the development of (SLOs) Student Learning Objectives that are relevant to teaching and learning in and through the Arts.
- From Pre-CLIA to Post-CLIA, participants will have demonstrated their ability to successfully incorporate the 2017 *SCCCRVPA* proficiency standards into their curriculum and measure the effectiveness of their teaching practices. They will share their CLIA experiences with their colleagues and discuss the feedback received from those presentations with their CLIA team in their Post-CLIA sessions.

## Arts Assessment Institute

Institute Location: Spartanburg, SC

Credit: 3hrs Graduate Credit from Converse University

Dates:

- May 17, 2025; Pre-Institute Meeting (Virtual)
- June 9-13, 2025; Institute Intensive (In-person; Room and Board Included)
- September 2025; Post-Institute Panel (Virtual)

Who Should Attend:

- Arts Teachers who have completed CLIA
- Elementary, Middle, High

Institute Description: Arts Assessment Institute focuses on the development of arts assessments to inform classroom instruction. In the institute, students develop an understanding of the relationship between curriculum, instruction, and assessment. Students review different forms of assessment and develop an understanding of the strengths and weaknesses of each format. The Arts Assessment Institute is an extension of skills learned in SCALSA and CLIA, so participants should have successfully completed SCALSA (if applicable) and CLIA.

#### Institute Objectives:

- Demonstrate an understanding of the purposes and uses of assessment through written self-reflections, lesson planning, and assessment development.
- Create assessments which align with lesson objectives and the 2017 South Carolina College and Career Ready Standards for Visual and Performing Arts Proficiency.
- Construct assessments to best determine knowledge in skills and processes related to the 2017 South Carolina College and Career Ready Standards for Visual and Performing Arts Proficiency.
- Demonstrate an understanding of the basic principles of measurement and evaluation through group participation and individual lesson development.
- Design embedded assessment strategies within instructional lessons and units.
- Demonstrate an understanding of the relationship of national and state standards, curriculum development, instruction, and assessment.

### Arts Integration Leaders Institute

Institute Location: Rock Hill, SC

Credit: Continuing Education Units (CEUs) from Winthrop University

Dates:

- May 2025; Pre-Institute Meeting (Virtual)
- June 9-13, 2025; Institute Intensive (In-person; Room and Board Included)

Who Should Attend:

- Arts and Non-Arts Teachers
- Lead Teachers and Curriculum Coaches, Arts and Non-Arts
- Curriculum Specialists and Coordinators
- School and District Administrators
- Elementary, Middle, High

Institute Description: Arts Integration Leaders Institute (AILI) offers a unique Professional Learning Opportunity (PLO) for education professionals who are at a proficient level of implementation and desire a deeper exploration of how to design an arts integration learning experience and assist colleagues in strengthening their understanding and implementation of arts integration teaching practices. Participants will gain specific knowledge and skills through engagement and reflection on modeled teaching experiences. Experiential learning provides authentic analysis of modeled facilitation and lessons which informs the development of arts integration lessons for students. Institute content is designed for AILI graduates to be able to lead arts integration-related PLOs as well as independently and collaboratively design and deliver authentic arts integration lessons. Assignments require participants to apply text vocabulary and concepts through AILI facilitation sessions, the analysis of their previous attempts, published arts integration strategies, and the modeled integration lessons of Master Teachers. Institute texts include the 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency and Profile of the South Carolina Graduate (PSCG) Competencies Framework and serve to explore arts integration as an effective approach to SC-specific teaching expectations.

#### Institute Objectives:

- Participants will be able to
  - 1) define arts integration,
  - 2) analyze the work of others for authentic integration based on the definition,
  - 3) select standards for integration alignment in vocabulary, skill, and cognitive demand,
  - 3) identify and select effective arts integration strategies, and
  - 4) determine student learning outcomes and assessment criteria.
- All participants' sense of efficacy for designing and implementing arts integration will strengthen through the reflection on their own prior experiences and reflection in action during AILI experiences.
- Participants will engage in activities that address and develop collaboration skills that are essential in any collegial environment.
- Participants will design and deliver an arts integration learning experience (PLO, lesson, or unit) within the first nine weeks of the upcoming academic year.

### Dance Technique Institute

Institute Location: Columbia, SC

Credit: up to 50 Professional Development Recertification Hours

Dates:

- June 16-20, 2025; Institute Intensive (In-person; Room and Board Included)

Who Should Attend:

- Dance Teachers
- Elementary, Middle, High

Institute Description: The Dance Technique Institute will focus on authentic approaches to teaching jazz dance. With jazz as an integral part of K-12 dance education curricula across the state, the relevance, and timeliness, of this topic will support a professional development opportunity that reflects current, best practices in the field. The approaches presented in this institute will include experts in the field, the latest research, and innovative methods for dance education. Instructors will model many of the approaches within the classes so participants can see the effective strategies and how they may implement these in their own classroom. Specific attention will be paid to strategies that highlight the South Carolina College- and Career-Ready Standards for Visual and Performing Arts particularly on the Artistic Processes. Participants will explore movement from their own background as well as others through community engagement activities and what it is like to develop dance specific to a community. Using principles from kinesiology, anatomy, physiology, biomechanics, and neuroscience, participants will apply these approaches to various dance techniques including ballet, modern, jazz, hip hop, and others to ensure safe practices for injury prevention. This will help model how dancers who have stronger foundations in these fields can improve performance. Somatic approaches will develop the mind-body connection and improve learning. Using Laban movement analysis, Labanotation, and Language of Dance notation systems, we will demonstrate methods for improving literacy through dance and dance notation systems. These interdisciplinary approaches, many with team teachers, will model collaboration, cross curriculum learning, and how to integrate ideas throughout the curriculum. Participants will complete assigned readings in the three textbooks used in the institute: *An Introduction to Community Dance Practice*; *Functional Awareness: Anatomy in Action for Dancers*; and *Making Dances that Matter: Resources for Community Creativity*. Participants will be able to keep these texts after the institute to continue developing contemporary lessons for their own classrooms.

#### Institute Objectives:

- Participants will instruct a mini lesson rooted in new approaches learned at the institute.
- Participants will create a lesson plan using a method presented at the workshop that employs two strategies for engaging students.
- Participants will participate in discussion, writing, and analysis of others' lessons.
- Participants will research and compile at least five resources for jazz dance pedagogy.

- Participants will recognize and explain how methods in jazz dance from South Carolina can benefit dance students.

## Design Lab Teacher Institute

Institute Location: Aiken, SC

Credit: up to 50 Professional Development Recertification Hours

Dates:

- May 13, 2025; Pre-Institute Meeting (Virtual)
- June 23-27, 2025; Institute Intensive (In-person; Room and Board Included)
- October 11, 2025; Post-Institute Meeting (Virtual)

Who Should Attend:

- Arts Teachers
- Elementary, Middle

**Institute Description:** The Design Lab Teacher Institute is offered to support arts educators (dance, media arts, music, theatre, and visual arts) in the implementation of the 2017 College- and Career-Ready Standards for Design Proficiency which were written to be applicable across all content areas, creating a natural bridge between the arts and non-arts areas to support arts integration and transdisciplinary learning. Design Thinking is an approach to teaching and learning that lends itself to a variety of instructional approaches. It involves working in collaborative teams to find solutions to a challenge. For this reason, face-to-face learning opportunities are an important aspect for gathering information, identifying challenges, generating potential solutions, hands-on learning with prototyping, testing solutions, and refining and reflecting on concepts learned during the institute. The institute model supports K-8 arts teachers in implementing design thinking curriculum, instruction, and assessment. Participants will refine their practice through ongoing virtual and face-to-face sessions designed to support the application of new knowledge and skills. Participants will be asked to implement their learning plans with students and reflect on its impact on student learning.

**Institute Objectives:**

- Participants will apply design thinking as a mode of working and learning through the process of working in teams, integrating disciplines, research, and prototyping evidenced by group work samples (written and oral) throughout the institute.
- Participants will construct and present design challenges to their peers and instructors in a reflective practice for oral and written feedback throughout the institute.
- Participants will use skills and strategies such as listening/responding, participatory research, storytelling, and reflecting (written and oral) as they work in teams throughout the institute.
- Participants will write design challenges and a lesson/unit using the 2017 College- and Career-Ready Standards for Design Proficiency to implement with students.

## Media Arts and Technology Institute

Institute Location: Columbia, SC

Credit: up to 45 Professional Development Recertification Hours

Dates:

- May 24, 2025; Pre-Institute Meeting (Virtual)
- June 2-6, 2025; Institute Intensive (In-person; Room and Board Included)
- November 22, 2025; Post-Institute Meeting (Virtual)

Who Should Attend:

- Media Arts Teachers
- Other Arts Teachers Implementing Media Arts into their Disciplines
- Elementary, Middle, High

**Institute Description:** This institute uses an inquiry-based approach to help teachers integrate technology, media arts, digital citizenship and media literacy into the classroom. Participants will be provided with equipment and work on numerous media arts projects, with an emphasis on designing units of study that integrate technology and media arts and media literacy. The 2017 Media Arts South Carolina College and Career-Ready Standards for Visual and Performing Arts Proficiency will be emphasized with strategies for their integration in the dance, music, theatre, and visual arts classrooms. The institute will be taught using a combination of face-to-face demonstrations and instruction, online blog discussions, discussions, group activities, and individual activities. The content of the institute contains both in-class and out-of-class activities and assignments including but not limited to the following: online blog, professional article reviews, lesson plan submission based on 2017 Media Arts standards, reflections and 4-5 completed individual media arts artworks (Digital paintings, GIF Animation, Digital Photography, Films, etc.). The overall goal of this course is to empower teachers to incorporate media design ideas, techniques, methods combined with digital citizenship, and media literacy into their visual and performing arts areas with intent to increase student achievement.

**Institute Objectives:**

- Plan a strategy for integrating media arts and technology into the learning environment.
- Design effective Media Arts lesson plans using 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency and best practices in arts education.
- Identify a series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and nonprint messages. (Media literacy)
- Create a variety of media artworks using provided equipment (iPads, digital cameras, Apple Pencils).
- Identify legal and ethical practice related to technology use and copyright. Discuss and identify the role of teacher and students as it applies to behavior regarding the appropriate use of technology. (Digital Citizenship)
- Reflect and comment on the different concepts discussed in class.

## Muse STEAM Institute

**Institute Location:** Spartanburg, SC

**Credit:** 3hrs Graduate Credit from USC-Upstate

**Dates:**

- May 1, 2025; Pre-Institute Meeting (Virtual)
- June 23-27, 2025; Institute Intensive (In-person; Room and Board Included)

**Who Should Attend:**

- Arts Teachers
- Non-Arts Teachers
- Elementary, Middle, High

**Institute Description:** This institute promotes inquiry-based learning for any classroom and uses the 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency in its instruction. The course will stimulate creativity, curiosity, reflection, and innovative thought. The course provides hands-on challenges and activities, instruction in multiple intelligences, and guidance in using the arts across the curriculum. Participants will have daily STEAM/design challenges working both individually and in teams to solve a particular problem. In addition to classroom instruction hours, this institute includes a field trip to Milliken & Company, a company that focuses on innovation and science, design, technology, engineering, arts, and mathematics (STEAM). This institute will integrate design problems, using assessment techniques, and give direct instruction to integrate design/STEAM challenges for classrooms. Attention will be given to helping participants become familiar with the South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency, with high emphasis on design thinking standards. Participating teachers will be graded on their daily participation in class activities, written journals, creation of lesson plans, Design and STEAM challenge participation, completion of class assignments, and final exam. All class activities are relevant to the current education climate and will be achievable. Participants must use the 2017 South Carolina College and Career Ready Standards for Visual and Performing Arts Proficiency and will become familiar with the design thinking process.

#### Institute Objectives:

- Participating teachers will gain knowledge about incorporating the arts in their own classrooms (especially in the areas of design and STEAM) through creating a lesson plan for their classroom.
- Participating teachers will develop strategies for integrating the arts in the classroom—connect the instruction across arts areas and other subject areas using reflective thinking in their journals.
- Participating teachers will explore Design and STEAM initiatives in schools and arts education by engaging in the hands-on activities of the institute.
- Participating teachers will engage in Design and STEAM challenges during the weeklong intensive instruction and reflect on the events in their journals.
- During the institute week, participating teachers will visit a company that focuses on innovation and STEAM thinking including a panel discussion with engineers, scientists, and others from the company. After the experience, the participants will reflect on their trip in their journals and explore ways to partner with a company in their own community.
- Participating teachers will become involved in arts experiences and to develop a life-long appreciation of the arts in their lives and the lives of their students through observing and critiquing arts performances.

### Nature and Needs of the Artistically Gifted and Talented Learner

Institute Location: Summerville, SC

Credit: 3hrs Graduate Credit from Converse University

Dates:

- June 16-21, 2025; Institute Intensive (In-person; Summerville; Room and Board Included)

Who Should Attend:

- Arts Teachers
- GT Arts Teachers
- Elementary, Middle, High

**Institute Description:** This institute is unique due to its observational approach and action learning. Each day the participants are involved in observing 3rd through 8th grade students identified as gifted/talented in either creative writing, dance, instrumental music, theater, visual arts, or vocal music. For the observations, the participants will be paired with a different partner each day – one who is not in their arts discipline. The partners visit classrooms of the six arts disciplines with all participants visiting each arts class several times throughout the week. Using an observation tool provided, the participants record their observations in the areas of personality, instruction, and psychosocial factors. Observation findings are presented to the entire group, discussed, and categorized daily. These observations are then compared to the writings of selected authors. In discussions participants will approach subjects including, but not limited to, bias, gender, and socio-economic factors. Guest presenters will discuss various models of delivering learning to Artistically Gifted and Talented students. The instructional approach and content for the Nature and Needs Institute is based on an action-learning model that includes observational research, interview skills, data collection, and reporting methods. In order to prepare for the content and work of the summer institute, participants' pre-institute assignments include reviewing guidelines and criteria from the SC Department of Education on the identification of artistically gifted and talented students, examining resources from other states, and reviewing published literature on identification of artistically gifted students.

#### Institute Objectives:

- To provide all institute participants with knowledge and expertise to successfully identify artistically gifted students within their student population.
- To identify aspects of social interaction, learning, and personality factors that affect the performance of the artistically gifted.
- To identify the differences in social, emotional, and learning among artistically gifted and talented students in various arts disciplines.

- To train all participants to develop and administer measurable rubrics and scoring devices for the artistically gifted.
- To develop alternative identification systems for students at-risk or who are non-English speakers.

## Visual Arts Literacy Institute (Arts Integration)

Institute Location: Greenville, SC

Credit: up to 45 Professional Development Recertification Hours

Dates:

- April 15, 2025; Pre-Institute Meeting (Virtual)
- June 24-27, 2025; Institute Intensive (In-person; Greenville; Room and Board Included)
- September 30, 2025; Post-Institute Meeting (Virtual)

Who Should Attend:

- Elementary School Teachers (Special Emphasis: Social Studies, ELA, Science)
- Middle School Teachers (Special Emphasis: Social Studies, ELA, Science)
- Instructional Coaches: Curriculum, Arts Integration
- Visual Arts Teachers
- Theatre and Dance Teachers

Institute Description: This arts integration institute will center on visual literacy, with emphasis on the integration of visual art with History and Language Arts. Participants will begin with a virtual pre-institute workshop *Defining Arts Integration: The What and Why* followed by the sharing of new understandings. There will be four full days in June where the participants will engage with professionals from Focus5 to explore *Reflection of Defining Arts Integration Foundational Lessons for Reading Art: What is Art and How to Look at Art, Elements and Principles of Art: Deepening Vocabulary Reading Art as an Approach to Teaching Curriculum Standards, Let's Talk! Facilitating and Managing Student Conversations Planning Reading Art lessons as an approach to teaching in ELA, and Planning Reading Art lessons as an approach to teaching in Social Studies and Science*. Collections housed at the Greenville County Museum of Art will be used during the institute.

Institute Objectives:

- Participants will understand the basic elements and principles of art and how they are used to communicate meaning in works of art.
- Participants will learn visual thinking strategies to guide students through the interpretation and analysis of works of art.
- Participants will learn how to guide students in making connections between works of art and content areas in History and Language Arts (reading and writing).
- Participants will identify works of art that connect with specific areas of instruction in their upcoming year, developing corresponding lesson plans.
- Participants will impact strategies learned in their classrooms.

## Visual Arts Teacher as Artist Institute

Institute Location: Greenville, SC

Credit: 3hrs Graduate Credit from Converse University

Dates:

- June 7, 2025; Pre-Institute Meeting (Virtual)
- June 16-20, 2025; Institute Intensive (In-person; Greenville; Room and Board Included)
- November 22, 2025; Post-Institute Meeting (In-person)

Who Should Attend:

- Visual Arts Teachers



Institute Description: This graduate-level course is designed for visual art educators seeking to deepen their understanding of printmaking techniques while fostering their own artistic identities. The Master Teacher and Institute Coordinator/Professor of Record emphasize the exploration of the transformative power of printmaking in both art education curriculum development and personal artistic practice. This one-week institute will provide participants with resources and strategies in printmaking to increase student achievement in visual arts through a strengthened understanding of the content specific to this art form. Participants will evaluate potential student outcomes and effectiveness of varying scripts, develop curricula, instruction, and assessments that align with the *2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency*; and support colleagues through knowledge gained from institute participation. Prior to the institute, participants will assemble original reference images and consider the subject matter of their upcoming work. The Post-Institute meeting will be held at the SCAEA fall conference in Greenville, SC, November 21-23, 2025.

Institute Objectives:

- Participants will develop proficiency in various printmaking techniques and processes.
- Participants will cultivate personal artistic practice that informs teaching.
- Participants will explore the pedagogical implications of printmaking in the classroom that align with the 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency.
- Participants will develop a community of artist-teachers committed to continuous learning and collaboration during the institute.

## Strategic Arts Planning Institute

Institute Location: Virtual

Credit: Recertification credits are not issued by the institute but may be awarded by the local school and/or district.

Dates:

- June 9-13, 2025; Institute Intensive (Virtual)
- October 2025; Post-Institute Meeting (In-person)

Who Should Attend:

- Strategic Planning/Steering Committee Members
  - Arts Teachers
  - Non-Arts Teachers
  - Arts Administrators
  - School and District Administrators
  - Parent Representatives

Institute Description: This institute is designed for participants who currently need help with their strategic arts plan and/or grants management including SCDE Distinguished Arts Program recipients, schools/districts who are interested in creating innovative opportunities in the arts for their students, and schools/districts/organizations that are writing a strategic plan for the arts for the first time. Organizations should select a planning team of 4-6 participants to serve as their Arts Steering Committee for the institute to write a comprehensive strategic arts plan that includes dance, design, media arts, music, theatre, and visual arts. The institute will be held virtually with a final/post-institute session in-person at the Palmetto State Arts Education Arts Integration Conference in October 2024. Each Arts Steering Committee will complete a five-year strategic arts plan by the end of the institute.

Institute Objectives:

- Participants will be guided through the strategic arts planning process as a design challenge as provided in the 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency for Design throughout the institute.
- Participants will prioritize results of the Opportunity to Learn Standards (OTLS) Surveys in order to determine strategies on day one of the institute.
- Participants will collaboratively write a five-year strategic arts plan including SMART goals, SMART objectives and strategies/actions steps/activities focused on raising student achievement in the arts including dance, design, media arts, music, theatre, and visual arts by the end of the arts institute. Upon their return to their schools, participants will present the strategic arts plan to their arts steering committees for input.
- Participants will write a strategic arts plan title, mission statement and vision statements, which will arise from the OTLS Surveys on day four of the institute.
- Participants will utilize 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Art Proficiency when writing strategies throughout the institute.
- Participants will apply characteristics from the SCDE Profile of the South Carolina Graduate as they write strategies throughout the institute.
- Participants will apply recommendations provided in the SCDE Essentials Elements of a Quality District Arts Program document.
- Participants will present, review, receive feedback and refine the strategic arts plan throughout the institute.

## Joint Arts Administrators Institute (JAAI)

Institute Location: Virtual and In-person (Various Locations)

Credit: Recertification credits are not awarded for this institute.

Dates:

- March 7 and April 4, 2025; Principals, Virtual
- May 8-9, 2025; District Arts Coordinators, In-Person; Columbia, SC

Who Should Attend:

- District Arts Coordinators
- Principals of Arts-focused Schools
- School-based Arts Administrators and Leaders

Institute Description: There will be two tracks of professional learning events as part of this year's Joint Arts Administrators Institute (JAAI). Each track will encourage community and engagement in order to elevate arts in education leadership across the state.

The *District Arts Coordinator Professional Learning Track* will provide targeted training and collaborative sessions covering critical aspects of arts program administration, empowering coordinators to enhance the quality and accessibility of arts education across their districts. Through expert-led workshops and discussions, participants will deepen their skills in financial management by exploring budgeting techniques, funding sources, and grant opportunities that can sustain and expand arts programs. Sessions on human resources management will equip coordinators with strategies for hiring, evaluating, and supporting arts educators, ensuring they attract and retain top talent who can inspire and educate students effectively. Coordinators will also engage in sessions on professional development planning, emphasizing how to create impactful learning opportunities for arts educators that promote both personal growth and instructional excellence. To address inclusivity, the event will feature specialized training on planning arts programs and accommodations for special learners, helping coordinators ensure that arts education is accessible and engaging for all students, including those with diverse learning needs. Additionally, practical workshops on scheduling for arts programs during the school day will address challenges related to time management and integration, providing insights into balancing arts instruction with other academic subjects. Finally, participants will delve into arts curriculum

development and pacing guides, equipping them with tools to create coherent, standards-aligned curricula that foster artistic growth and align with district goals for student achievement.

The *Principal Professional Learning Track* will be offered virtually to allow maximum participation from principals who cannot often leave their school campuses. The first event, “Integrating the Arts Seamlessly into Existing Curricula,” is designed to help principals of arts-focused and arts-rich schools effectively weave arts integration into established curricula without disrupting core instructional goals. Led by seasoned arts integration specialists, this session will provide practical strategies, adaptable frameworks, and examples of cross-disciplinary projects that enrich learning in subjects from math and science to language arts and social studies. Participants will learn how to guide teachers in using the arts to deepen understanding and engagement across academic areas. The second virtual event, “Communication Best Practices for Arts Leaders in a School Setting,” will focus on best practices for navigating complex topics with clarity, empathy, and professionalism. Principals will learn strategies for maintaining open and respectful dialogue with parents, teachers, district officials, and the broader community while upholding the values of arts education. The session will cover methods for addressing complex conversations and communicating the unique benefits of arts-rich and arts-integrated curricula. Attendees will leave with enhanced skills for building trust, fostering community support, and advocating for the arts in a way that resonates across multiple audiences.