

**California Subject Matter Project /  
Beginning Teacher Support and Assessment Partnership  
Discipline Specific Secondary Level Resources for Support Providers and Beginning Teachers  
2008-09**



**Discipline: Visual and Performing Arts  
Project: The California Arts Project (TCAP)**

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## TCAP BTSA Inquiry Topics

**TOPIC: (Dance)** *Q. How do I transition my instructional planning, curriculum, and assessment from the studio paradigm to standards-based dance education?*

**DESCRIPTION:** Standards-based instruction in dance is a comprehensive approach that includes all five component strands: *Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications.*

Dance teachers often come to arts education with a background mainly in performance or studio teaching (studio paradigm). This approach begins with a “performance” as the outcome, targets instruction of the student as a dancer only, and focuses mainly on the preparation and performance of given dance routines or pieces. This performance driven method is very different from standards-based instruction that gives a balanced approach to dance education.

In standards-based dance education the academic discipline of dance and all its aspects are the content for study, not the performance driven schedule as curriculum. Students learn by reading, writing, researching, reflecting, and critiquing their art and the art of others in addition to active practice, rehearsal, and creation. They make real-life connections between dance and other art forms and subject areas and are exposed to career opportunities in dance. This requires that dance teachers have both a deep understanding of and the ability to apply a comprehensive and sequential approach to the full dance curriculum, instruction, and assessment.

An inquiry addressing this question would support the teacher in their shift to dance education. Adequate time should be provided for veteran, mid career, and beginning teachers to network and share experiences and strategies.

**RELEVANT STANDARDS:** BTSA Induction Standards 4, 5, and 6; CSTPs 1, 2, 3, 4, and 5; VAPA Content Standards, Grades 6 – 12: Dance

**RESOURCES:** *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve; Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve; Understanding by Design*

**PROGRAMS:** TCAP Collaborative Design Institute; TCAP Professional Development Program Series: Academic Literacy; TCAP Professional Development Program Series: Standards and Assessment; TCAP Professional Development Program Series: Framework; TCAP Pathways to Understanding the Arts Disciplines: Dance





## TCAP BTSA Inquiry Topics

**TOPIC (Music):** *Q 1. As a high school music educator how do I address high school music content standards when students have entered my program with little or no preparation in music education from the lower grades?*

**DESCRIPTION:** Music, like any other content area, requires a sequence of learning. The California music content standards are designed to provide a framework for what students should know and be able to do from K – 12. High school music educators are expected to base their instruction on the proficient or advanced levels of these standards and support a balanced music education for their students. Teachers need a deep understanding of their content as well as strategies for differentiating instruction. Classroom management in these circumstances becomes an even more important issue. So what does one do when students arrive in their class with a variety of knowledge and skills levels?

The inquiry would support the music teacher in investigating how to provide a balanced standards-based music education for their students while differentiating the instruction to meet the range of their students' abilities to ensure all students are successful. Many music educators may need professional development to provide the missing pieces of standards-based instructional design, assessment design, and basic support in understanding the intent of the *Visual and Performing Arts Framework* missing from their pre-service experience. Adequate time should be provided for veteran, mid career, and beginning teachers to network and share experiences and strategies.

**RELEVANT STANDARDS:** BTSA Induction Standards 4, 5, and 6; CSTPs 1, 2, 3, 4, and 5; VAPA Content Standards, Grades 9 – 12 : Music

**RESOURCES:** *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve; Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve; Understanding by Design*

**PROGRAMS:** TCAP Collaborative Design Institute; TCAP Professional Development Program Series: Standards and Assessment; TCAP Professional Development Program Series: Framework; TCAP Pathways to Understanding the Arts Disciplines: Music





## TCAP BTSA Inquiry Topics

**TOPIC (Music):** *Q 2. As an itinerant music educator, how do I develop and arrange standards-based music instruction, assessments, materials, and instruments to successfully travel from room to room, school to school, and maximize instructional time?*

**DESCRIPTION:** In addition to the common issues of planning and delivering a standards-based instructional program, an itinerant teacher faces many additional challenges. Time management becomes a critical component, as time must be allocated for travel and managing instructional materials and equipment in each class. If properly done, little time is wasted and the instructional time is maximized. If on the other hand it is poorly handled, students can easily become disengaged, learning suffers, and student behavior may become a problem.

The inquiry would support the music teacher in investigating how to provide a balanced standards-based music education in an itinerant teaching context to ensure all students are successful. Many music educators may need professional development to provide the missing pieces of standards-based instructional design, assessment design, and basic support in understanding the intent of the *Visual and Performing Arts Framework* missing from their pre-service experience. Adequate time should be provided for veteran, mid career, and beginning teachers to network and share experiences and strategies.

**RELEVANT STANDARDS:** BTSA Induction Standards 4, 5, and 6; CSTPs 1, 2, 3, 4, and 5; VAPA Content Standards, Grades K – 12: Music

**RESOURCES:** *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve; Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve; Understanding by Design*

**PROGRAMS:** TCAP Collaborative Design Institute; TCAP Professional Development Program Series: Academic Literacy; TCAP Professional Development Program Series: Standards and Assessment; TCAP Professional Development Program Series: Framework; TCAP Pathways to Understanding the Arts Disciplines: Music





## TCAP BTSA Inquiry Topics

**TOPIC (Theatre):** *Q. What role do performances play in my standards-based theatre education program?*

**DESCRIPTION:** The California visual and performing arts content standards adopted in 2001, are based upon the premise that the arts are core subjects, each containing a distinct body of knowledge and skills. Standards-based instruction in theatre is a comprehensive approach that includes all five component strands: *Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications.*

While performance is an integral part of theatre education, students also need opportunities to develop skills, use the language of theatre to practice aesthetic valuing and criticism, and connect theatre to other curriculum areas and to careers. This requires that theatre teachers have both a deep understanding of and the ability to apply a comprehensive and sequential approach to theatre education that includes performance. An inquiry centered on finding the authentic placement of performance within the theatre curriculum would support the participating teachers' ability to provide comprehensive standards-based theatre education to their students.

Adequate time should be provided for veteran, mid career, and beginning teachers to network and share experiences and strategies.

**RELEVANT STANDARDS:** BTSA Induction Standards 4, 5, and 6; CSTPs 1, 2, 3, 4, and 5; VAPA Content Standards, Grades 6 – 12: Theatre

**RESOURCES:** *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve; Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve; Understanding by Design*

**PROGRAMS:** TCAP Collaborative Design Institute; TCAP Professional Development Program Series: Academic Literacy; Standards and Assessment; Framework; TCAP Pathways to Understanding the Arts Disciplines: Theatre





## TCAP BTSA Inquiry Topics

**TOPIC (Visual Arts):** *Q. What does it mean for a student to be “academically literate” in visual arts? What does the student evidence look like?*

DESCRIPTION: According to the California VAPA standards, students are to be provided instruction about and assessed in terms of how well they *analyze, describe, contrast, interpret, or critically evaluate* the medium and materials they and others work with or perform. Yet middle and high school teachers find that many students have poor expressive and critical skills, and struggle with ‘teaching students how to think or write’ in addition to teaching the content and processes of their discipline of visual arts. Visual arts as other content areas, has visual arts-based academic literacy skills, critical thinking, arts content knowledge and writing.

Often visual arts teachers’ pre-service experience is focused mainly on supporting students’ ability to create works of arts. The teacher often struggles to provide learning opportunities and design authentic assessments needed for students in a balanced visual arts curriculum. They should be prepared to guide students to reflect, research, and respond to aesthetic questions in oral, written and electronic form. The inquiry would support the participating teacher in developing and/or deepening their own abilities to design instruction and assessments to support their students’ literacy development in visual arts.

Adequate time should be provided for visual arts teachers to look at and analyze student work in order to support the student’s development of academic literacy.

RELEVANT STANDARDS: BTSA Induction Standards 4, 5, and 6; CSTPs 1, 2, 3, 4, and 5; VAPA Content Standards, Grades 6 – 12: Visual Arts

RESOURCES: *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve; Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve; Understanding by Design*

PROGRAMS: TCAP Collaborative Design Institute; TCAP Professional Development Program Series: Academic Literacy; Standards and Assessment; Framework; TCAP Pathways to Understanding the Arts Disciplines: Visual Arts





## TCAP Detailed Program Descriptions

### **Program: TCAP Collaborative Design Institute**

**WHEN & WHERE:** This is a yearlong institute that begins most often in July and continues through spring of the following year. The institute is 120 – 150 hours and offered at all TCAP sites, but not every year. Most often the longer blocks are on the host campus with blocks within the region.

**STANDARDS, CONTENT, AND GRADE-LEVEL:** This program is designed for visual and performing arts teachers (dance, music, theatre, and visual arts) and is aligned with the K-12 California VAPA component strands of: *Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications*. Specific offerings at local TCAP sites will likely be tailored to a particular discipline or grade level.

**PROGRAM DESCRIPTION:** Using the power of professional learning communities, the TCAP Collaborative Design Institute (CDI) participants explore the artistry of instructional design for visual and performing arts classrooms. Participating teachers develop, through backward planning, standards-based units and assessments in cadres guided by a facilitator and are part of the whole institute community of visual and performing arts teachers. The resulting standards-based units are field-tested and refined through the Japanese Lesson Study process. Participants also engage in a creative inquiry to explore the creative process, examine current research, construct a classroom inquiry, become familiar with arts education resources, and deepen pedagogy in their own discipline. The institute is a yearlong, 120 – 150 hour institute formatted into blocks of multi-day sessions. The use of on-line communications connects the cadres of institute participants between blocks throughout the year.

**HOW IT MEETS THE STANDARDS:** The CDI provides arts educators with opportunities to engage as adult learners, deepening their academic content in their arts discipline and pedagogical content knowledge to help improve standards-based arts instruction. This program provides professional development in unit planning, sequence and design, assessment of student learning, and differentiation strategies to meet the needs of all learners. As a result, it addresses all of the CSTP, as well as Induction standards 4, 5, and 6.

**ADDITIONAL INFORMATION:** Participants in this unique, intensive institute have changed their instructional practice in their arts classroom due to this experience. Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. Credit is often available for an additional fee.





## TCAP Detailed Program Descriptions

### **Program: TCAP Professional Development Program Series: Academic Literacy**

**WHEN & WHERE:** This series will be offered statewide beginning in 2009 by TCAP regional professional development centers. The series is configured and offered to meet regional needs and is most often held during the academic year.

**STANDARDS, CONTENT, & GRADE LEVEL:** This program is designed for visual and performing arts teachers (dance, music, theatre, and visual arts) and is aligned with the K-12 California VAPA component strands of *Artistic Perception* and *Aesthetic Valuing*. Specific offerings at local TCAP sites will likely be tailored to a particular discipline or grade level.

**PROGRAM DESCRIPTION:** This series focuses on supporting visual and performing arts teachers in developing academic literacy strategies for their students. The strategies focus specifically on the component strands of *Artistic Perception* and *Aesthetic Valuing* from the California Visual and Performing Arts Content Standards. The series is 30 – 40 hours and is formatted to fit regional or specific district needs.

**HOW IT MEETS THE STANDARDS:** This program helps teachers plan and differentiate instruction through the development of academic literacy strategies. They plan, deliver, reflect and revise those strategies based upon their classroom experiences. As a result, it addresses all of the CSTP, as well as Induction standards 4, 5, and 6.

**ADDITIONAL INFORMATION:** This program has grown out of a three-year research project. Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. Credit is often available for an additional fee.





## TCAP Detailed Program Descriptions

### **Program: TCAP Professional Development Program Series: Standards and Assessment Series**

**WHEN & WHERE:** This series is most often offered during the traditional academic year and is 30 – 40 hours in blocks of 3.5 or 6 hours each with time in between. This program is available at all TCAP Regional Sites and can be offered in any location.

**STANDARDS, CONTENT, & GRADE LEVEL:** This program is designed for visual and performing arts teachers (dance, music, theatre, and visual arts) and is aligned with the K-12 California VAPA component strands of: *Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications*. Specific offerings at local TCAP sites will likely be tailored to a particular discipline or grade level.

**PROGRAM DESCRIPTION:** This professional development program series focuses on supporting visual and performing arts teachers in developing an understanding of arts assessment, assessment linked to standards, and the role of assessment to guide student learning and instruction. Participating teachers examine their own assessments and expand their assessment toolbox to support student learning in the arts. The program is 30 – 40 hours and is formatted to fit regional or specific district needs.

**HOW IT MEETS THE STANDARDS:** This program provides the foundation and hands-on models for understanding arts assessment. It also serves to help develop the teachers as professional educators as they learn pedagogy along with the arts content. As a result, it addresses all of the CSTP, as well as Induction standards 4, 5, and 6.

**ADDITIONAL INFORMATION:** This series provides the theoretical knowledge of arts assessment and an overview of assessment tools and practices. Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. Credit is often available for an additional fee.





## TCAP Detailed Program Descriptions

### **Program: TCAP Professional Development Program Series: Framework**

**WHEN & WHERE:** This series is most often offered during the traditional academic year and is 30 – 40 hours in blocks of 3.5 or 6 hours each with time in between. The program is available at all TCAP Regional Sites and can be offered in any location.

**STANDARDS, CONTENT, & GRADE LEVEL:** This program is designed for visual and performing arts teachers (dance, music, theatre, and visual arts) and is aligned with the K-12 California VAPA component strands of: *Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications*. Specific offerings at local TCAP sites will likely be tailored to a particular discipline or grade level.

**PROGRAM DESCRIPTION:** This series provides an introduction to the intent, content, and format of the *California Visual and Performing Arts Framework* and content standards. The series provides hands-on model standards-based arts demonstrations and participating teachers are guided into developing translations for their own classrooms. The resulting student work and teacher learning is examined and refined. This series is 30 – 40 hours and is formatted to fit regional or specific district needs.

**HOW IT MEETS THE STANDARDS:** This program provides hands-on models of standards-based arts instruction, while helping teachers develop translations for their own classroom. This also serves to help develop the teachers as professional educators as they learn pedagogy along with the arts content. As a result, it addresses all of the CSTP, as well as Induction standards 5 and 6.

**ADDITIONAL INFORMATION:** This series provides grounding in the Visual and Performing Arts Framework and Standards. Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. Credit is often available for an additional fee.





## TCAP Detailed Program Descriptions

### **Program: TCAP Pathways to Understanding the Arts Disciplines: DANCE**

**WHEN & WHERE:** This series is most often designed with the first blocks in the summer and additional institute blocks during the traditional school year. The institute is 70 – 80 hours and offered at all TCAP sites. It can also be formatted for a specific district or area. Most often the first blocks are on the host campuses.

**STANDARDS, CONTENT, & GRADE LEVEL:** This program is designed for K-12 classroom teachers and is aligned with the K-12 California VAPA component strands of: *Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications.*

**PROGRAM DESCRIPTION:** This institute develops educators’ dance content knowledge, skills, techniques, processes, and dance vocabulary linked to the dance content standards. Participating teachers are engaged in hands-on discipline work modeling exemplary classroom practice and management. Teachers learn to go beyond the “dance routine” to creating a standards-based classroom unit with assessments to support dance education. The institute is 70 – 80 hours formatted to meet regional or district needs.

**HOW IT MEETS THE STANDARDS:** All institutes are taught by university and K-12 educators who model effective instructional strategies, including differentiation, while teaching the content. This institute can also assist support providers in strengthening their dance content or increasing their awareness of what participating teachers are expected to know. These programs help teachers deepen their content knowledge. Deeper understanding of content helps teachers make better connections for their students. This also serves to help develop the teachers as professional educators as they learn pedagogy along with the dance content. As a result, it addresses all of the CSTP, as well as Induction standards 4, 5 and 6.

**ADDITIONAL INFORMATION:** This program provides the needed academic content knowledge, pedagogy, and classroom management for dance education. It supports teachers who come from a performance background and is linked specifically to dance content standards. Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. Credit is often available for an additional fee.





## TCAP Detailed Program Descriptions

### **Program: TCAP Pathways to Understanding the Arts Disciplines: MUSIC**

**WHEN & WHERE:** This series is most often designed with the first blocks in the summer and additional institute blocks during the traditional school year. The series is 70 – 80 hours and offered at all TCAP sites. It can also be formatted for a specific district or area. Most often the first blocks are on the host campuses.

**STANDARDS, CONTENT, & GRADE LEVEL:** This program is designed for K-12 classroom teachers and is aligned with the California VAPA component strands of: *Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications.*

**PROGRAM DESCRIPTION:** This institute develops educators' music content knowledge, skills, techniques, processes, and music vocabulary linked to the Music Content Standards. Participating teachers are engaged in hands-on discipline work modeling exemplary classroom practice and management. Teachers learn to go beyond the "concert" to creating a standards-based classroom unit with assessments to support music education. The institute is 70 – 80 hours formatted to meet regional or district needs.

**HOW IT MEETS THE STANDARDS:** All institutes are taught by university and K-12 educators who model effective instructional strategies, including differentiation, while teaching the content. This institute can also assist support providers in strengthening their music content or increasing their awareness of what participating teachers are expected to know. These programs help teachers deepen their content knowledge. Deeper understanding of content helps teachers make better connections for their students. This also serves to help develop the teachers as professional educators as they learn pedagogy along with the music content. As a result, it addresses all of the CSTP, as well as Induction standards 4, 5 and 6.

**ADDITIONAL INFORMATION:** This program provides the needed academic content knowledge, pedagogy, and classroom management for music education. It supports teachers who come from a performance background and is linked specifically to music content standards. Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. Credit is often available for an additional fee.





## TCAP Detailed Program Descriptions

### **Program: TCAP Pathways to Understanding the Arts Disciplines: THEATRE**

**WHEN & WHERE:** This series is most often designed with the first blocks in the summer with additional institute blocks during the traditional school year. The institute is 70 – 80 hours and offered at all TCAP sites. It can also be formatted for a specific district or area. Most often the first blocks are on the host campuses.

**STANDARDS, CONTENT, & GRADE LEVEL:** This program is designed for K-12 classroom teachers and is aligned with the California VAPA component strands of: *Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications.*

**PROGRAM DESCRIPTION:** This institute develops educators' theatre content knowledge, skills, techniques, processes, and theatre vocabulary linked to the theatre content standards. Participating teachers are engaged in hands-on discipline work modeling exemplary classroom practice and management. Teachers learn to go beyond the "play" to creating a standards-based classroom unit with assessments to support theatre education. The institute is 70 – 80 hours formatted to meet regional or district needs.

**HOW IT MEETS THE STANDARDS:** All institutes are taught by university and K-12 educators who model effective instructional strategies, including differentiation, while teaching the content. This institute can also assist support providers in strengthening their theatre content or increasing their awareness of what participating teachers are expected to know. These programs help teachers deepen their content knowledge. Deeper understanding of content helps teachers make better connections for their students. This also serves to help develop the teachers as professional educators as they learn pedagogy along with the theatre content. As a result, it addresses all of the CSTP, as well as Induction standards 4, 5, and 6.

**ADDITIONAL INFORMATION:** This program provides the needed academic content knowledge, pedagogy, and classroom management for theatre education. It supports teachers who come from a performance background and is linked specifically to theatre content standards. Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. Credit is often available for an additional fee.





## TCAP Detailed Program Descriptions

### **Program: TCAP Pathways to Understanding the Arts Disciplines: VISUAL ARTS**

**WHEN & WHERE:** This series is most often designed with the first blocks in the summer and additional institute blocks during the traditional school year. The institute is 70 – 80 hours and offered at all TCAP sites. It can also be formatted for a specific district or area. Most often first long blocks are on the host campuses.

**STANDARDS, CONTENT, & GRADE LEVEL:** This program is designed K-12 classroom teachers and is aligned with the California VAPA component strands of: *Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications.*

**PROGRAM DESCRIPTION:** This institute develops educators' visual arts content knowledge, skills, techniques, processes, and visual arts vocabulary linked to the visual art content standards. Participating teachers are engaged in hands-on discipline work modeling exemplary classroom practice and management. Teachers learn to go beyond the "art project" to creating a standards-based classroom unit with assessments to support visual arts education. The institute is 70 – 80 hours formatted to meet regional or district needs.

**HOW IT MEETS THE STANDARDS:** All institutes are taught by university and K-12 educators who model effective instructional strategies, including differentiation, while teaching the content. This institute can also assist support providers in strengthening their visual art content or increasing their awareness of what participating teachers are expected to know. These programs help teachers deepen their content knowledge. Deeper understanding of content helps teachers make better connections for their students. This also serves to help develop the teachers as professional educators as they learn pedagogy along with the visual art content. As a result, it addresses all of the CSTP, as well as Induction standards 4, 5, and 6.

**ADDITIONAL INFORMATION:** This program provides the needed academic content knowledge, pedagogy, and classroom management for visual arts education. It supports teachers who come from a performance background and is linked specifically to visual arts content standards. Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. Credit is often available for an additional fee.





## TCAP Resources

### ***Visual and Performing Arts Framework for California Public Schools • Kindergarten Through Grade Twelve***, California Department of Education, 2004

This document provides the foundation or framework for the content areas of dance, music, theatre, and visual arts. The *Framework* contains the student content standards in each arts discipline by grade level and provides resources for teachers, administrators, and community members. Teachers of the arts will find *Framework* chapters 1, 3, 4, 5, 6 and the Appendixes helpful in designing their standards-based curriculum and instruction. The *Framework* can be downloaded at:

California Visual and Performing Arts Framework

<http://csmf.ucop.edu/tcap/resources/framework/framework.html>

**The California Arts Project**, [www.tcap.net](http://www.tcap.net), Statewide Leadership and Development Center, 909 537 7542.

The California Arts Project, TCAP, is the California Subject Matter Project for the visual and performing arts. TCAP's university-based regional professional development centers and their professional learning communities throughout the state provide professional development support for teachers, schools, districts, county offices of education, and arts education organizations. TCAP is the professional home to arts educators in California. To find a TCAP regional center in your area, please call 909 537 7542.





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### **RIMS CALIFORNIA ARTS PROJECT**

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