

Question	Answer from a Presenter	Answer from a Different Presenter
(this is a backend/logisitcs question: how are you able to push and share the live poll with guests?! That was SO cool and could be useful in my class...)	Zoom pro allows you to do the poll. If you don't have it, check out mentimeter.com	
still a little unclear on metaphor for life?	This means setting up an activity as an embodied experience that helps teach a social-emotional skill - one can also help find a metaphor for an existing activity. Like pointing out that we have more in common than we may think.	
Is there a training program in Bay Area or online?	Marilyn, TEAL is an open resource for all. Please visit tealarts.org. Also consider Alameda COE and their intergrated arts learning program.	Ping told me the other day that the SEA certification course will be delivered online this Fall. Check it out at the UCLArts & Healing website.
Do you have any reflection suggestions (similar to what you've shared for children) for working with parents via zoom during a parent evening check in?	I would use the same questions and methods! They work for all ages. :D	I have been having one-on-one Zoom calls with parents. Our distance learning arts curriculum in Windsor also has students reflect on their artwork and make artwork with the people in their home during SIP.
Dr. Ho - the portion of your presentation that talked about the art work/performance and our feedback. When students are doing art with an SEL outcome in mind, our feedback/responses are driven by the SEL goals we have in mind. How might our responses differ when our students are doing art work/performance in an arts setting with arts outcomes? Or are you suggesting that our feedback ought to be basically the same from an SEL perspective regardless of context/learning outcomes?	Thank you for the clarification. Yes, I was suggesting that we use SEL language to talk about art/performance even in an "art for arts sake" context. AND I understand that you also need to build specific skills. What I would recommend in this situation is that we normalize the student experience. So, for example, someone is having a difficult time with a task that you mention it can be challenging. You can find ways to simplify the process for them to accommodate different needs and to encourage their persistence and other strengths in the process. You can encourage them to reflect on elements that THEY like about what they expressed. If someone expresses themselves abstractly, making sure that they know that their form of expression is valid and their work gets put up on the wall as well. I am just going off the top of my head while hearing other presentations, so I apologize if this reply isn't as thorough as it could be.	
How can we see the Quarentine Journal?	<a href="https://drive.google.com/file/d/1N_PigYh0sQLsSPpmClnRTxD4wQz_HYdH/view?usp=sharing">https://drive.google.com/file/d/1N_PigYh0sQLsSPpmClnRTxD4wQz_HYdH/view?usp=sharing</a>	

do you have a list of steps to take to talk to local leaders?	Hi Karen, I suggest three things: 1. Create CA Advocacy Poster is here: <a href="https://createca.org/advocacy-poster/">https://createca.org/advocacy-poster/</a> . 2. visit California Allaince for Arts Education Local Conrol funding Formula Toolkit here - <a href="https://www.artsed411.org/LCFF">https://www.artsed411.org/LCFF</a> 3. visit CA PTA Arts Education resource page- <a href="https://capta.org/focus-areas/education/arts-education/">https://capta.org/focus-areas/education/arts-education/</a>	Identify your allies in your district and local government. I have found one of my biggest allies is our superintendent. We frequently meet to strategize how to bring the arts forward in our community. Also, some of our biggest arts advocates in our community are parents and former parents. Sometimes I just need to give them a place, time, and audience to share their passion for arts learning in our community.
may I visit you in Windsor once SIP is lifted?	Sure! <a href="mailto:erobertson@wusd.org">erobertson@wusd.org</a>	
I would like to see the prompts so I can do this in my classes	Reach out to me and I can get them from our HS teachers. <a href="mailto:erobertson@wusd.org">erobertson@wusd.org</a>	
I have been working for 3 years advocating for arts + healing and feel I have been talking to a wall	Karen, we need to keep talking! I feel this unique time where the arts are being utilized everyday for wellness, creativity, and more. Join Create CA and the statewide efforts. Be brave. We can do this together.	I think a strong pitch is one couched in brain science and framed according to the interest of the stakeholder. Answer #3: Have you reached beyond your school district. I have had amazing conversations with our local wellness partners. They have had some very innovative ideas.
How may I buy your daughters' cards?	feel free to email me and I can set you up! <a href="mailto:goldberg@csusm.edu">goldberg@csusm.edu</a>	
Karen....Agree...keep talking AND...explicitly connect to SEL competencies and how arts are aligned with CASEL. Especially the first two competencies of recognizing and managing emotion	comment	
Are there any legalities we need to cover when using social media to encourage or advocate art (particularly posting pictures of kids and/or names)?	Follow your district's rules for photo releases always. You can always show the artwork or over the shoulder images.	While the risks are low, it is advisable to protect yourself by getting photo permission before you post photos. At the very least get verbal permission; however, it would be ideal to get a signature on a simple release statement that says what the image may appear and for what purpose.

<p>Can there be some words shared about online safety, use of children's images in documentation and sharing, consent, etc.</p>	<p>While the risks are low, it is advisable to protect yourself by getting photo permission before you post photos. At the very least get verbal permission; however, it would be ideal to get a signature on a simple release statement that says what the image may appear and for what purpose.</p>	
<p>Can we get contact information from any attendees willing to share their email to keep ART connections moving forward?</p>	<p>We don't have permission from those that registered to share their email but Create CA will be communicating going forward as the host today.</p>	
<p>Can there be some sharing about equity with regards to access to date minutes, internet, devices. (if this was not covered earlier I came on late)</p>	<p>This issue is still a factor statewide. Have parents, community members, reach out to their school board and advocate for equity of devices and instruction online. The governor, state superintendent, and local leaders are working on it. Putting some pressure on locally is advisable.</p>	
<p>Job security for teachers in the arts during this time?</p>	<p>Advocate for your program by sharing student work, highlighting the Arts and the power of SEL it brings. Be valuable to your students and rally the parents. Do not be silent and do not roll over. We are a content area with standards. Let them cut a "contentless" program like AVID before they cut core curriculum.</p>	<p>It's going to possibly be a new day with blended learning. We have to get good at distance learning and make it visible to the school board. Also show how you are a resource for K-6 with arts integration strategies.</p>
<p>We are going to have to be flexible and change what the arts look like this fall if we are to survive. What are compelling arguments for administrators and school boards to get them to think more SEL and less product. We have painted ourselves into this corner. How do we recover?</p>	<p>Presenting to stakeholders the scientific rationale for using the arts as a platform for SEL, to get a "three-fer," is key. While learning the arts, students will gain SE skills as well as reduce stress to enable learning. I would recommend the 1-minute elevator pitch with the 4 talking points that I presented. That's about all the attention span we can expect from adults as well as kids!</p>	<p>Show your leaders how the Arts helps the whole child and the new California Arts Standards which are process-based. Shift instruction and showcases to not be so focused on the performance/presentation but the process of art-making. Lastly, I do not feel we have painted ourself into a corner collectively. You'll need the support of your parents and community to ensure change.</p>
<p>Where can I get support with distributing art packs? Would like to copy what others have done.</p>	<p>I see that many schools are distributing materials and lunches. I would work with the districts to do it at that time and make sure it is approved.</p>	<p>See if an arts non-profit in your area will pivot to putting together the kits and raising money for them. I've heard of some organizations that are doing that.</p>
<p>Is there any advocacy to mandate Arts education part of every teacher preparation program?</p>	<p>No, there is not a mandate to learn advocacy in teacher prep programs.</p>	<p>The best, most effective advocate is the parent voter in the district as well as students. Employees have the least power.</p>

<p>Would "joining" the FB page with a checkbox to release permission be acceptable for posts?</p>	<p>Check with your district for permissions.</p>	
<p>Elizabeth, where did funding for devices and hot spots come from?</p>	<p>Our district has Chromebooks 1:1 at the MS and HS and 2:1 at the elementary level. We reallocated all the Chromebooks to students who needed them. The hotspots were donated by a local service provider.</p>	
<p>What are your thoughts on what learning look like for the Arts going into next school year given the governor's call for an earlier start? ie small class sizes, AM/PM shifts, sharing of art supplies, cleanliness of instruments, etc.</p>	<p>Just like all other subjects, the Arts needs to be flexible and resourceful as we move forward. Large group performances, for example, might have to change to small group instruction with a focus on composing/creating. The new California Arts Standards should be a guide. As arts teachers, we have constantly had to adapt the resolutions from district leadership. Adapt, be creative, and above all, make the students' well-being top priority.</p>	
<p>There has already been a proposal put into place to eliminate some of our choir and theatre programs middle school . We often feel helpless, we make our pleas, yet the board is so focused upon balancing the budget, that we are made to look like teachers who are just trying to save our jobs. More data and studies would be helpful about the importance of the arts and the damage that could occur if programs are downaized or eliminated. It would also be useful to look at solutions found by other school districts that found ways to keep their programs.</p>	<p>One of the biggest catalysts for our district has been creating and adopting a District Strategic Arts Plan. Our board also adopted the Declaration of the Rights of All Students to Equity in Arts Learning. These help us frame every conversation with the board and other stakeholders.</p>	<p>I understand your frustration. The strongest voices to the school board are the parents and the students. Organize them with parent leaders and consider an Art Now community. Also consider showing ways to fix the budget problems and not just advocate for the choir and theatre classes specifically.</p>
	<p>I think we need to be flexible, creative, and resourceful. Maybe that means sectionals, individual vs. group, use of and purchase of SmartMusic. Creating, Responding, Connecting, Performing - more solo work.</p>	
<p>Ping, you suggested a book. I think it was "The Innovative Parent: Raising Connected, Happy, Successful Kids through Art". Am I correct?</p>	<p>Yes! That is our book, which summarizes much of the body of our work in social emotional arts. I actually tried to say hi in the chat bar, but it was going to all. :D</p>	

<p>Can you share resources to work n cross cultural understanding/migration/refugees?</p>	<p>CCSESA Arts has a wonderful resource called Culturally &amp; Linguistically Responsive Arts. Link = <a href="https://ccsesaarts.org/wp-content/uploads/2018/05/CCSESA_CulturallyResp_18_Web_5_2_18.pdf">https://ccsesaarts.org/wp-content/uploads/2018/05/CCSESA_CulturallyResp_18_Web_5_2_18.pdf</a></p>	
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