



HIGHER ORDER THINKING SCHOOLS GUIDELINES - FY 2009

The Higher Order Thinking (HOT) Schools program, established in 1994, works with select Connecticut schools to promote teaching and learning in, about, and through the arts in a democratic setting. The program builds higher-order thinking skills in students through three core components: strong arts, arts integration, and democratic practice.

The HOT Schools Program provides the resources (professional development, planning, assessment, teaching artist residencies, and grant funds) to assist committed schools in achieving whole school reform through the arts.

PROGRAM INFORMATION

CCT will select up to four new HOT Schools each for a four-year term beginning July 2008 through June 2012. Over four years, the Commission will commit over \$140,000 per school, funding permitted, including the following benefits:

Administrative Support

CCT's program staff and external facilitators will work with your school community to assist in the growth and development of your HOT school.

Networking

HOT schools enjoy immediate acceptance into a strong collegial network. HOT Schools regularly convenes various cohorts (eg; principals, arts specialists, site coordinators) to discuss strategies and brainstorm solutions to challenges encountered in a school change process.

Mentor Program

Each new school will be matched with a mentor school in years 1-3 based on grade level and geographic location. The mentor and protégé school teams will meet at the 2008 Summer Institute and begin to outline a plan for their partnership.

Professional Development:

HOT Schools provides year-round professional development:

- Summer Institute (each school sends a team to the annual week long residential conference. The number of team members is determined by the number of students per school)
- Mini-Institutes provide further opportunities for professional development in the core components of the HOT Schools Approach. CCT will provide 1 Mini-Institute each year (usually 2-3 days, and residential)
- Peer Days - Arts specialists invite a classroom teacher partner to peer in-service days (minimum once a year in each discipline). Collaborative professional development in strong arts, arts integration planning and unit development will lay the foundation for strong working partnerships in your school.
- Mentor Visits - Based on their plan, protégé school staff will visit mentor schools to observe general and specific instructional strategies, planning and scheduling processes, etc.
- School selected professional development – each school will devote one professional development day each year to the HOT Approach. CCT will provide the presenter/facilitator

**PROGRAM
INFORMATION
(CONT'D)**
Teaching Artist Collaborations (TAC)

- Arts Integration: In year 2, each school will be provided with two teaching artists who will each plan and implement a 10-day TAC with 2 or 3 classroom teachers
- In year 3, each school will be provided with two 10-day TACs and one 20-day TAC
- In year 4, each school will be provided with two 20-day TACs

Site Coordinator

Each school will receive a yearly stipend for a HOT Schools Site Coordinator, an individual who will manage HOT activities and paperwork, and serve as a liaison between CCT and the school.

TIMELINE

March 12, 2008	Application Deadline
Late March	Conduct panel review to identify schools for site visits
April 2008	Conduct site visits and interviews at identified schools
Early May, 2008	Final Review Panel
May 14, 2008	Panel recommendation to CCT Board for approval
Mid to late May, 2008	Schools notified
July, 2008	New Schools attend HOT Schools Summer Institute

WHO MAY APPLY

Applicant must be a Connecticut public school that serves students between Kindergarten and eighth grade.

WHAT WE FUND

The Connecticut Commission on Culture & Tourism has designed the HOT Schools program to provide the resources to assist committed schools in achieving whole school reform through the arts.

Year I: July 2008 - June 2009

- Administrative support
- Networking: Three principal, 3 site coordinator, 1 superintendent, and one curriculum director meetings
- Professional Development: Summer Institute (team includes principal, 1 parent, 1 arts specialist and one representative for each 100 students enrolled); Peer Days (minimum once a year in each discipline plus one related arts); Mini-Institute; school selected professional development
- Mentor Program
- Site Coordinator

Year II: July 2009 - June 2010

Same as year I plus two 10-day teacher / artist collaborations (TACs) with 2 or 3 classroom teachers

Year III: July 2010 - June 2011

Same as year II plus one 20-day TAC

Year IV: July 2011 - June 2012

Same administrative support, networking, professional development, and site coordinator services as in years I-III plus two 20-day TACs. The mentor program is phased in year 4.

HOW WE FUND

The Commission will issue a grant to cover hard costs (TACs, school selected professional development, and site coordinator stipend) each year for the following fiscal year (July 1 – June 30). Over the four-year period the school community will incrementally assume fiscal responsibility for continued implementation of the HOT Schools process.

FINANCIAL COMMITMENT: SCHOOLS

Each school's financial commitment will be based on the number of students enrolled and anticipated to enroll by May 1, 2008 for the following school year. School districts will receive an annual partial invoice from the Commission in May based on these numbers. School districts will receive a final invoice annually in September based on updated enrollment.

Schools participating in the HOT Schools Program will commit to the following **financial expenditures over four years:**

Year 1: \$10 per student
Year 2: \$15 per student
Year 3: \$20 per student
Year 4: \$25 per student

Example: A school with 350 students will commit to:

Year 1: \$10 per student : x 350 students = **\$3,500**
Year 2: \$15 per student: x 350 students = **\$5,250**
Year 3: \$20 per student: x 350 students = **\$7,000**
Year 4: \$25 per student: x 350 students = **\$8,750**

• **Total Required Four Year Fiscal Commitment to CCT for a school with 350 students:**
\$24,500

Schools will pay the Commission directly for their fiscal share. Schools are required to provide the materials and supplies for Teacher Artist Collaborations (residencies). School districts will incur the costs of substitute teachers for all professional development.

The Commission will subsidize the balance of participating HOT Schools program expenses.

Over 4 years, the Commission will commit over **\$140,000** per school, funding permitting, including professional development, administrative support, residencies, mentor program, program materials and other programming.

REVIEW PROCESS

The Commission will assemble a panelist review team in late March. Each application will be assigned a primary and secondary reviewer. All applications will be reviewed by all panelists. The review panel will recommend schools for site visits.

- Commission staff and panelists will conduct site visits and interviews at identified schools in April 2008
- A final review panel will reconvene in early May 2008 to make final recommendations to the CCT Board for approval in mid May 2008.
- Schools will be notified of the CCT Executive Board decision mid to late May, 2008

**REVIEW PROCESS
(CONT'D)**

Eligibility Requirements

1. Presence of at least one part-time **art** and one part-time **music specialist** on applicant school staff; preference will be given to schools with full-time specialists and which meet minimum state requirements for art and music specialists.
2. Signed **letter from district superintendent** committing staff time and funding to the HOT Schools program as indicated in the Program Requirements.
3. Letter of intent committing the district to participation in the HOT Schools approach to school change on a long-term basis by the **school district board of education**.
4. Applicant must be a **public school**.
5. **Completion of application** form including signatures from all members of the school community who have completed the form.
6. Schools participating in **scripted, prescriptive programs** cannot apply.

Selection Criteria

1. **Demonstrated organizational commitment** to transforming the school into a democratic, child-centered, arts-integrated school (40%).
2. Demonstrated strength of **discipline-based arts programs** in the school **or potential** to develop strong discipline-based arts programs (20%).
3. **Experience in integrating the arts** into non-arts curricula and **in the use of outside professional artists** in the classroom **or potential** of school to integrate the arts into non-arts curricula and to use outside professional artists in the classroom (20%).
4. Evidence of a **democratic school culture or potential** for school to implement a democratic school culture that emphasizes individual leadership and encourages all members of the school community to contribute. (20%)

The HOT Schools Program has been designed to implement the arts integrated model in a variety of schools in a statewide setting. Where schools score the same or closely in funding criteria, the Commission will **select schools to achieve demographic diversity statewide**. The program has been designed to site at least one arts integrated school in each RESC and to balance urban and suburban/rural schools in number. Therefore, a lower scoring school may be accepted into the program to ensure equitable statewide distribution of schools. For clarification of eligibility requirements, contact Bonnie Koba at (860) 256-2730.

HOW TO APPLY

Application must include six (6) copies, and one (1) original form.

- Application Form - dated and signed (original signatures in blue ink). Be sure to complete legislative information completely and accurately.
- Applicant Team Form
- Application Narrative (see application for instructions).
- Staff ballots (included in application packet) with analysis page on top.
- Superintendent and Principal Agreement Form - dated and signed (original signatures in blue ink).
- Projected Fiscal Commitment Form - dated and signed (original signatures in blue ink).
- Support Materials – You may include a separate set of support materials to help tell the story of your school. Support materials may include print, video, or CD graphic presentation; samples of student work; charts, graphs or publications that highlight your narrative, planning process, commitment, etc.

Indicate the original with a post-it note marked “Original.” Note: An application that is incomplete and/or missing any of the listed materials will not be reviewed.

Complete applications, including support materials, must be received or postmarked by **Wednesday, March 12, 2008 at 4:00 p.m.** Applicants must retain a receipt for hand-delivered applications. No application will be accepted if delivered or post marked after this date and time. Facsimile or electronic applications will not be accepted.

Send completed applications to:

Bonnie Koba
HOT Schools Application
Connecticut Commission on Culture and Tourism
One Constitution Plaza, 2nd Floor
Hartford, CT 06103

Questions, please contact Bonnie Koba at 860-256-2730 or Bonnie.Koba@ct.gov.

**GRANTEE
RESPONSIBILITIES**

HOT SCHOOLS PROGRAM COMMITMENT OVERVIEW

In becoming a HOT school, a school community engages in a continuous process of working toward school culture change in, about and through the arts. A HOT school sets yearly school-wide goals and objectives in line with the HOT Schools mission and participates in on-going reflection and redefinition of those goals and objectives. Involvement with the HOT Schools program specifically involves:

Shared Philosophy as indicated in application narrative and in staff surveys

Commitment: Applicants must show a commitment to whole school change through the arts supported by the district.

Networking and Professional Development

- Principals must attend all principal meetings and the Summer Institute each year. Principals may not send a substitute in their place.
- Superintendent must attend Superintendent meeting once a year.
- District Curriculum Supervisor must attend the Curriculum Supervisor meeting once a year.
- Staff must participate fully in all professional development offerings.*

Other

- Schools will maintain or increase arts services (space, supplies, student teacher ratio, student contact time, etc.) enjoyed by the school at the time of application**
- Principal will remain in place for the four-year period - or - the district will invite at least one HOT School representative (who does not work in the district) to participate in the new principal selection process

Fiscal Share: Schools will support the HOT Approach to school change by committing a portion of their yearly budget. (Based on number of students enrolled)

Time: Schools will provide

- release time for staff to participate in HOT professional development
- planning time for arts specialists to meet with each other twice monthly
- planning time for arts specialists to meet with each grade level team monthly
- an integrated planning team including the principal, arts specialists, one classroom teacher from grade level, one parent, and in schools with grades higher than 4, 2 students. The integrated planning team will meet monthly.
- The district will provide release time for the principal to attend 3 principal meetings and the Summer Institute each year

Space: Schools will allocate appropriate space for HOT's related activities and events

Evaluation & Assessment: Schools will participate in compiling and reporting data, and all assessment and evaluation activities reflecting individual student and staff, school,

**GRANTEE
RESPONSIBILITIES
(CONT'D)**

*GOAL: 80% of staff must have attended Summer Institute by year 4. Remaining 20% of staff must have participated in at least 1 HOT professional development day by year 4.

** GOAL: District commitment to arts programming including time, space, and ratio is crucial to successfully implementing the HOT Schools Program. Schools should be working toward increasing arts programming, and arts programming may not be decreased throughout participation in the HOT Schools program.

- Grant contracts must be signed and returned before grant funds are disbursed.
- Grant recipients are required to use funds for the purposes indicated on the contract and must seek and receive CCT written approval for any changes or modifications to the contract.
- Grantees are required to credit the “Connecticut Commission on Culture & Tourism” in all print, audio, video and internet materials, and all publicity materials (such as press releases, posters, advertisements, and web sites). A publicity kit will be provided.
- Funded organizations are required to submit a Final Report within 60 days of completion of program. Forms and instructions are available on CCT’s web site or by request.

Thoughtful, complete and timely final reports are important to the Commission, as well as to the grantee. They help assess the effectiveness of grant programs, account for the expenditure of taxpayer’s dollars, and document the public benefit of investing in arts organizations/programs.