



Kentucky Department of Education

Arts and Humanities Program Review

Draft—August 2010



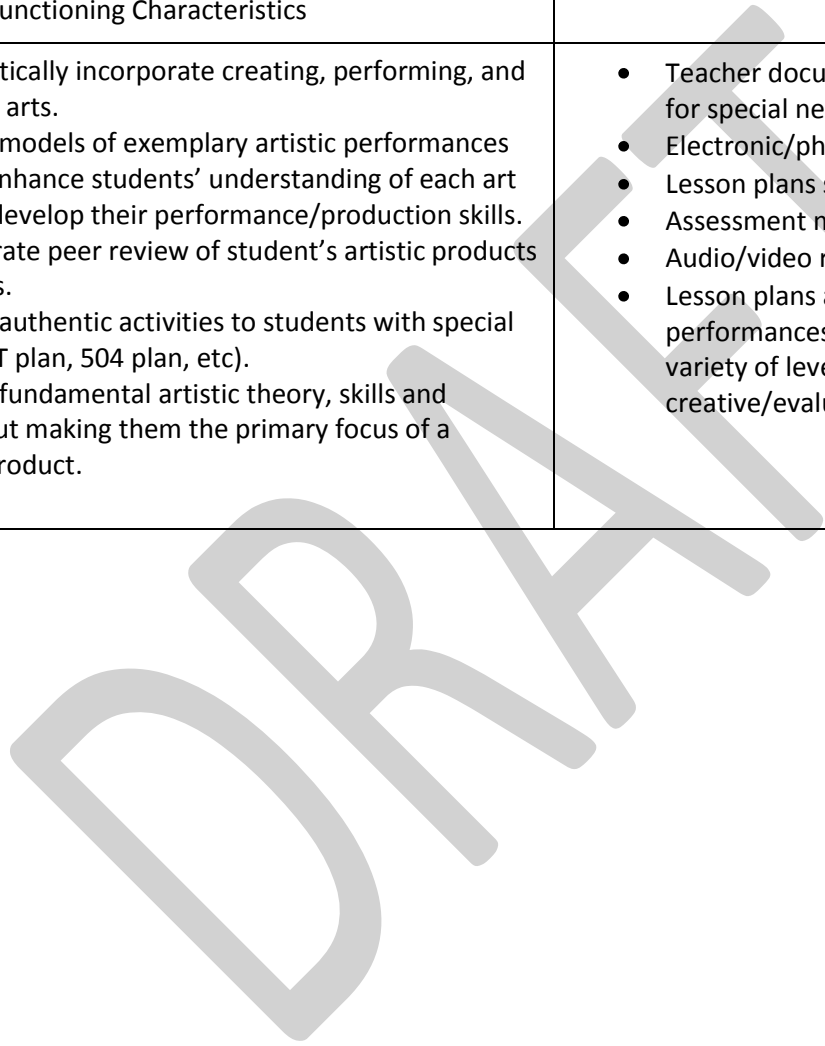
Curriculum and Instruction

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Demonstrator 1: All students have access to a rigorous arts curriculum that is aligned to local, state and national standards in the arts.	
Fully Functioning Characteristics	Examples of Evidence
<p>a. The arts curriculum is fully aligned with local, state and national standards. It is described and outlined in a series of sequential and articulated curriculum guides/maps for each grade level or course in each arts discipline.</p> <p>b. The arts curriculum provides for the development of arts literacy.</p> <p>c. The arts curriculum intentionally provides meaningful opportunities for integration as cross-curricular connections are made.</p> <p>d. The arts curriculum intentionally addresses interrelationships among the arts.</p> <p>e. The arts curriculum comprises a balanced program of creating, performing, and responding experiences in each of the four arts disciplines.</p> <p>f. The school arts curriculum committee meets regularly and uses multiple indicators of student performance (e.g., local, state and national standards, student performance assessments, arts organization performance assessments from sanctioned events, student academic needs defined by other sources) to evaluate, monitor and make recommendations for any needed revisions in the arts curriculum.</p>	<ul style="list-style-type: none"> • Individual Education Plan (IEP)/504 plans/Gifted Service Plan/Individual Learning Plan (ILP)/Limited English Proficient (LEP) • SBDM curriculum policy, meeting agendas and minutes • Authentic student products and performances from a broad representation of students in all four arts disciplines (i.e. dance, drama, music, visual arts) Skills and standards documents • Professional resource materials • Digital, video, audio and/or photographic documentation of opportunities provided for all students to create perform, and respond in all four arts disciplines and of formal and informal performances, critiques, analysis, etc • Documentation of participation in state-sanctioned arts events (e.g., KMEA, KAEA, KTA, KACDA, etc) and other regional, district and local arts events

Demonstrator 2: The school provides access to a rigorous arts curriculum that is aligned to local, state and national standards in the arts.	
Fully Functioning Characteristics	Examples of Evidence
<p>a. Access is provided through intentionally scheduling time within the school schedule for instruction in all four arts disciplines (i.e., dance, drama, music, visual arts).</p> <p>b. The arts curriculum includes instruction for students from diverse populations (i.e., special populations, gifted/talented, ethnicity, gender, socio-economics, etc) and maintains high quality teaching and learning experiences.</p> <p>c. The arts curriculum provides discipline-based instruction in each art form containing its own body of knowledge, skills, and ways of thinking as outlined in local, state and national standards.</p> <ol style="list-style-type: none"> i. Elementary: Exploration of all four disciplines ii. Middle: Grounding in all four disciplines and the beginning of a specialization in one or more art forms iii. High: Specialization in one or more art forms to achieve proficiency and mastery in creating, performing, and responding to their chosen art form(s) <p>d. The arts curriculum includes the study of representative and exemplary works of dance, music, theatre and visual arts from a variety of artists, cultural traditions and historical periods.</p> <p>e. The arts curriculum is enhanced and strengthened through collaboration with guest artists, complementing the curriculum provided by arts educators.</p> <p>f. Students are provided the opportunity to participate in juried events, exhibitions, contests and performances outside the school environment.</p>	<ul style="list-style-type: none"> • Arts specific checklist for walkthrough observations • Records of extended services provided to individual students as the result of special needs or giftedness • Digital, audio, photographic and video evidence of student performances and exhibits, etc • Professional resource materials available to all faculty • (M,H) Specialization in one or more art forms as indicated in student ILPs • (H) SBDM policy for arts specialization • (H) Listing of arts courses, including History and Appreciation of Visual and Performing Arts for minimum graduation requirements • Field trips, artist residencies, etc.

Demonstrator 3: There is evidence that effective and varied instructional strategies are used in all arts classrooms.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Teachers systematically incorporate creating, performing, and responding to the arts. b. Teachers provide models of exemplary artistic performances and products to enhance students’ understanding of each art discipline and to develop their performance/production skills. c. Teachers incorporate peer review of student’s artistic products and performances. d. Teachers provide authentic activities to students with special needs (i.e., IEP, GT plan, 504 plan, etc). e. Teachers provide fundamental artistic theory, skills and techniques without making them the primary focus of a performance or product. 	<ul style="list-style-type: none"> • Teacher documentation of modifications of activities/lessons for special needs students • Electronic/physical files of exemplary arts models • Lesson plans show instruction in peer review • Assessment models show use of peer review • Audio/video recordings of student performances and products • Lesson plans and student exemplary products and performances show sound theory, skills, and techniques at a variety of levels from remembering/knowledge to creative/evaluative



Demonstrator 4: Students are actively engaged in creating, performing and responding in the arts.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Students routinely create rich and insightful products and performances for a variety of purposes. b. Students routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting on artistic performances and products. c. Students attend and reflect on exemplary exhibits and live performances for peers, parents and community. d. Individual students demonstrate the ability to be self sufficient in creating performances and/or products. 	<ul style="list-style-type: none"> • Electronic or physical student portfolios • Audio/video recordings of student performances • Student journals/writing samples showing reflections and responses to their works & works of others • Student work samples show independent answers to assignments • Student work samples show self-guided exploration

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Formative and Summative Assessment

“Formative Assessment” means a process used by teachers and students during instruction to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

“Summative assessment” means an assessment given at the end of the school year, semester, or other period of time to evaluate students’

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Demonstrator 1: Student’s arts assessment is based on clearly-defined standards that identify the skills and knowledge expected of students in each art form and for each arts course.	
Fully Functioning Characteristics	Examples of Evidence
<p>a. Arts assessments are clearly aligned with local, state, and national standards.</p> <p>b. Summative assessments for individuals and performing groups truly and accurately measure a specific concept, understanding, or skill based on established standards.</p>	<ul style="list-style-type: none"> • Nationally-normed, professionally prepared, state or teacher-prepared end-of-course exams, portfolio reviews, solo or group performances, critiques, etc. • Formally adjudicated performance events and art exhibits, evaluation sheets, audio, video • Student created products and performances with rubrics or assessments • Art exhibits or performance events on the school, community, state and/or national level with documented, standards-based feedback.

Demonstrator 2: Achievement levels for “Creating, Performing and Responding” in each art form are clearly communicated to the students and can be clearly observed in the students’ work.	
Fully Functioning Characteristics	Examples of Evidence
<p>a. Exemplar/models are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form.</p> <p>b. Teachers share clearly defined rubrics/scoring guides with students before creating, performing, or responding assignments/assessments.</p> <p>c. Students learn to develop and utilize rubrics/scoring guides to analyze their own work, the work of their peers, and the work of practicing and master artists.</p>	<ul style="list-style-type: none"> • Assessment tasks with rubrics and student products • Written (paper/pencil assessments) • State arts education associations’ performance events rubrics • Student self-assessment rubrics

Demonstrator 3: Teachers use a variety of pre-assessments, formative assessments, and summative assessments to provide meaningful feedback on student learning and to inform instructional decisions.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Multiple classroom assessments for visual and performing arts (creating, performing, responding) are analyzed by arts staff to determine instructional modifications that will ensure student learning at the proficient and distinguished levels. b. Ongoing assessment procedures are in place to identify and monitor student growth of Gifted and Talented students in the visual arts, music, theatre, and dance. c. Students regularly receive meaningful feedback from a variety of sources (e.g., staff members, arts adjudicators, peers, etc) on their performances/products and use the feedback to strengthen their future performance/products. d. Students critique and evaluate the artistic products and performances of others and themselves. e. Varied, authentic assessment tasks regularly provide opportunities for students to demonstrate knowledge of concepts, skills and understandings in the arts through the three processes of creating, performing and responding . f. A variety of assessment strategies are implemented with consideration for student differences (e.g. special learning needs, gifted and talented, multiple intelligences and students’ learning styles). g. School will develop and utilize a plan to monitor student progress based on key components that are consistent with the Kentucky Core Academic Standards for Arts & Humanities. 	<ul style="list-style-type: none"> • Samples of assessment tasks with rubrics and student products • Written, video or audio student reflections on their work or artistic process • Adjudicated performance or product evaluation forms for specific performance/product • Student performance level descriptions Examples of written (paper/pencil) responses to artistic stimuli (e.g., music listening, image of artwork, excerpts of drama or dance performances) • Art exhibits or performance events with documented, standards-based feedback

Demonstrator 4: Arts assessment data is maintained by the district, school, and teacher; and is utilized to improve instruction, inform program decisions, and communicate to families regarding student progress.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. The teacher’s assessment plan is clearly communicated to students, parents and instructional leaders. b. Arts teachers engage in regular and meaningful two-way communication with students and families about individual and group progress in all arts programs. c. Student progress in the arts is documented on students’ report cards. d. Arts teachers regularly analyze the results of student assessments to improve instructional practices. e. Notices of student achievement in the fine arts are publicized in the community. f. Schools publicize student achievement in artistic products and performances which demonstrate student achievement of established standards. 	<ul style="list-style-type: none"> • Copy of school fine arts assessment policy • Samples of communication to parents regarding arts progress • Teacher lesson plans reflect revised instructional practices based on analysis of student assessment results

Professional Development and Support Services

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Demonstrator 1: Professional development in dance, drama, music and visual arts supports improved instructional practices, innovative ways of teaching, use of arts-specific technology, and effectiveness in the application of skills, processes and content in the visual and performing arts.	
Fully Functioning Characteristics	Examples of Evidence
<p>a. Arts teachers are provided professional development to improve their content knowledge and teaching skills specific to instruction in their arts discipline.</p> <p>b. The school provides professional leave for arts teachers to attend content specific conferences (e.g., KyAEA, KAHPERD, KMEA, KTA, and other state and/or national conferences), workshops and/or seminars in their discipline.</p> <p>c. There is full connection between professional development activities in the arts identified in the Comprehensive School Improvement Plan, Individual Professional Growth Plans, the school’s learning goals for students, and school and district staff development priorities.</p>	<ul style="list-style-type: none"> • Description of professional development provided by the school and district attended by arts content teachers and other classroom teachers (grade level appropriate) • Needs assessment data • Individual/professional growth plans • School council policies regarding professional development are inclusive of arts education

Administrative/Leadership Support and Monitoring

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Demonstrator 1: Leadership has developed and sustained a shared vision of a quality arts education.	
Fully Functioning Characteristics	Examples of Evidence
<p>a. The vision of the school includes the arts and is developed in cooperation with the vision of the district and other schools of the district.</p> <p>b. School leadership involves school and community stakeholders in a collaborative process to develop the school’s vision for arts education.</p> <p>c. The vision supports attainment of local, state, and national standards in the arts (included the Kentucky Core Academic Standards) by all students.</p> <p>d. School leadership uses the vision systematically to guide decision-making about arts instructional program; and intentionally modifies as needed to ensure continuous improvement.</p> <p>e. Student achievement, progress, events and competitions are reported to the community through various outlets.</p>	<ul style="list-style-type: none"> • Displays of vision, mission, and belief statements that include the arts • Achievement in the arts program is reported in the school report card • Comprehensive School Improvement Plan includes the arts • Student course selection materials, career pathways, and ILPs include the arts

Demonstrator 2: The SBDM utilizes the findings of the program review to plan for and adjust staffing, course offerings, and scheduling of the arts within the school.	
Fully Functioning Characteristics	Examples of Evidence
<p>a. Access to Instruction in each arts discipline is regularly scheduled for all students.</p> <ul style="list-style-type: none"> i. Elementary: All student shave regularly-scheduled, discipline-based arts instruction in each of the four art forms. ii. Middle School: All students have access to regularly-scheduled, discipline-based arts instruction through specialized arts courses in each art form. Students wishing not to specialize have access to arts appreciation course(s) which provide a firm grounding in basic creating, performing and responding. iii. High School: All student shave access to regularly-scheduled, discipline-based arts instruction through multiple, specialized arts courses in each art form. Students wishing not to specialize have access to the History and Appreciation of the Visual and Performing Arts Course. <p>b. Arts instruction is delivered by educators who are fully certified and highly qualified teachers. All teachers of the arts have extensive knowledge, training and arts experiences that fully qualify them to teach every course they are assigned.</p> <p>c. The SBDM adopts policies that assure service offerings for students identified as gifted and talented in music, dance, drama and/or visual arts (e.g., high school specialization in the arts).</p> <p>d. At the middle and high school levels, SBDM councils revise their policy on staffing/class offerings as necessary based upon</p>	<ul style="list-style-type: none"> • School council staffing policy • Local Educator Assignment Data (LEAD) data forms of arts teachers • Arts teacher certification documentation • Committee meeting agenda/minutes • Student performance data in the arts • Documentation that teachers of the arts have extensive knowledge, training and arts experiences (i.e. ,KET/KDE Arts Toolkits)

emerging student instructional needs in the arts, analysis of student performance in the arts, the program review information in the arts (e.g., inclusion of more advanced and/or intro arts courses, changes in student interests, career pathway programs, ILPs for specialization in the arts, etc).

- e. School leaders support and facilitate collaboration on arts programs that occur during instructional time to ensure that the programs support instruction. (e.g., live performances, exhibitions, guest artists, collaborative enrichment activities)

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Demonstrator 3: School leadership and staff make efficient use of instructional time to maximize student learning in the arts.	
Fully Functioning Characteristics	Examples of Evidence
<p>a. School council adopts policy and the leadership implements procedures that provide and protect adequate time for students to be actively involved in creating, performing and responding to the arts.</p> <ul style="list-style-type: none"> a. Elementary: A minimum average of 150 minutes per week of disciplined-based arts instruction b. Middle: Year-long instruction in specialized arts courses c. High School: Year-long instruction in specialized arts courses <p>b. School leadership supports and provides additional learning opportunities in the arts (e.g., field trips, artist residences, in-school performances) both within and beyond the school day including adjusting the school/student schedule as needed.</p> <p>c. All arts teachers have adequate daily planning time, time for cross-curricular planning, and itinerant travel time.</p> <p>d. All arts teachers are assigned class loads that are equitable to the class loads of other teachers in the building.</p> <p>e. Large performing groups utilize team teaching and/or paraprofessionals for equitable teacher:student ratio.</p> <p>f. At the middle/high school level, school leadership makes every effort to avoid scheduling single-section courses in the arts against single-section courses in required subjects (e.g. the one band class scheduled against the one AP calculus class).</p> <p>g. Arts teachers are part of planning the school’s master schedule to ensure best practices in arts instruction (e.g. adequate instructional time, arts class offerings, provision for transition between classes).</p>	<ul style="list-style-type: none"> • Master schedule with class load breakdown • Schedule of special events • Arts-focused field trip records • Curriculum maps from other academic areas showing integration and/or connection to the arts • Arts faculty, school council/local school board policies meeting agendas and minutes • School improvement plan • Data analysis summaries/reports

Demonstrator 4: The school provides and maintains appropriate facilities and utilizes all available resources to support high student and staff performance in the arts.	
Fully Functioning Characteristics	Examples of Evidence
<p>a. The visual and performing arts are taught in spaces that are appropriately designed and equipped for the unique requirements of each artistic discipline.</p> <p>b. The school provides materials, equipment, and technology to teach dance, drama, music, and visual arts based on student and class needs.</p> <p>c. The school provides for annual maintenance and repair of equipment as needed.</p> <p>d. Arts teachers are a part of the planning of the annual school budget .</p> <p>e. School provides a variety of arts books and other print materials, audio and video materials, and technology resources in the school media center.</p> <p>f. Leadership promotes parental involvement as a valuable resource in supporting the arts. This includes, but is not limited to, the resources of leadership, time, skills and/or materials.</p>	<ul style="list-style-type: none"> • Map of school • School budgets (5 year history) • Schedules of events • Resource and equipment inventory