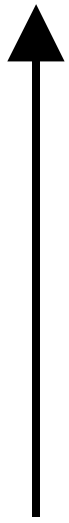


STRENGTHENING ARTS EDUCATION AT YOUR SCHOOL



	STANDARDS-BASED CURRICULUM	INSTRUCTION	TEACHER CAPACITY TO TEACH THE ARTS	ARTS SPECIALISTS & TEACHING ARTISTS
4	All teachers are provided training and expected to use standards-based written curriculum, built around a scope and sequence for arts instruction. Rubrics to assess evidence of student arts learning are used on a consistent basis.	Ongoing, sequential standards-based instruction is provided for all students in multiple arts disciplines.	Teachers are adept at providing quality arts instruction, whether alone or in collaboration with specialists or teaching artists.	Arts specialist(s) and teaching artists work in partnership with classroom teachers to plan and implement arts instruction in multiple arts disciplines.
3	Some teachers use written curriculum units, which intentionally address some arts standards, and are sometimes shared across grade levels. Assessment of student arts learning includes teacher observation and subjective judgment.	The school focuses sequential arts instruction on specific arts disciplines and/or target grade levels.	Teachers teach lessons which demonstrate content knowledge and skills in one or more arts disciplines.	School has a full-time or traveling arts specialist in at least one arts discipline. Teaching artists are used to help build teacher capacity as well as to teach students.
2	Some teachers teach “stand-alone” arts lessons that are not sequenced. Student assessment addresses effort and participation as defined by individual teachers.	Some students in some grade levels receive isolated arts instruction.	Teachers incorporate some isolated arts activities in classroom instruction.	Most instruction comes from teaching artists or parent volunteers.
1	No specific arts curriculum is used. No student assessment.	Sporadic enrichment activities are provided, such as performance assemblies or field trips.	Teachers do not participate in arts instruction.	No arts specialists or teaching artists are utilized.

FOUNDATIONS OF LEADERSHIP



	SCHOOL	DISTRICT
4	The principal and a strong leadership team establish arts education as central to the school mission and integral to official site plans for school improvement.	Arts education is an ongoing district priority. Schools are provided dedicated resources and support for arts education. Systemic commitments are enhanced and refined over time.
3	Principal provides strong personal leadership.	Initial implementation of a district plan has begun. A District Arts Coordinator may be in place to help support school site and district efforts.
2	Principal provides some support, but main leadership comes from others.	Has (or is now developing) a district-wide advisory group, Arts Education Policy, and 3-5 year Strategic Plan.
1	Principal is not involved. Leadership comes from parent volunteers and or individual teachers.	Has no Arts Policy or Strategic Plan.