



Program Review: Arts and Humanities

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Southgate Independent School

Southgate Independent School District

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Introduction

This report contains Program Review results for Arts and Humanities. This program review is required as part of Kentucky's new assessment and accountability model. Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

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Program Review: Arts and Humanities

Curriculum and Instruction: Student Access

All students should have equitable access to high quality curriculum and instruction.

	Statement or Question	Response	Rating
Question A:	To what extent does the school ensure that all students have equitable access for instruction in all four arts disciplines?	Instruction is scheduled for at least some arts but instruction for all four arts disciplines is not regular or not offered during the regular school schedule.	Needs Improvement

	Statement or Question	Response	Rating
Question B:	To what extent does the school ensure quality instruction for diverse populations?	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.	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent does the school provide discipline-based arts instruction by accepted standards?	There is insufficient evidence to indicate that discipline-based instruction is provided for each art form.	Needs Improvement

	Statement or Question	Response	Rating
Question D:	To what extent does the school's comprehensive arts program balance students creating, performing and responding to the arts?	The arts program offers creating, performing, and responding processes in the arts, but not all four arts disciplines are included.	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Pacing guides and master schedule reflect that students from all populations are provided high-quality instruction in art and music.
- Students from all populations are provided with opportunities to present visual art products and to participate in musical performances.
- G/T art students participate in Dream Fest every year.
- Drama and Dance are not part of the regular school schedule.

Curriculum and Instruction: Aligned and Rigorous Curriculum

An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state and national standards.

	Statement or Question	Response	Rating
Question A:	To what extent does the school ensure that an aligned arts curriculum is articulated and meets accepted instructional standards in the arts?	The arts curriculum is not fully aligned with local, state or national standards. Additional work is needed in alignment, articulation, and development of guides/maps, grade level alignment and/or development by arts discipline.	Needs Improvement

	Statement or Question	Response	Rating
Question B:	To what extent does the school ensure that students develop literacy skills specific to the arts disciplines? To what extent does the school ensure cross-curricular arts integration across all academic content?	The curriculum may be designed to develop some basic arts literacy skills in the arts, but does not support full literacy in the four arts disciplines.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does the school ensure instruction addressing the interrelationships of the arts?	The arts curriculum intentionally provides meaningful opportunities for integration as cross-curricular connections are made.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent does the school ensure instruction addressing the interrelationships of the arts?	There is some effort to address interrelationships among the arts but not all arts disciplines are being addressed.	Needs Improvement

	Statement or Question	Response	Rating
Question E:	To what extent does the school ensure that students are exposed to exemplary works of the arts disciplines?	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.	Proficient

	Statement or Question	Response	Rating
Question F:	To what extent does the school ensure revisions of the arts curriculum based on various indicators?	The school arts curriculum committee evaluates monitors and recommends revisions to the arts curriculum based on a single or limited indicator(s) of student performance. (e.g., school level arts performances and products).	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Digital, audio, photographic and video evidence of student performances and exhibits, etc.
 - Field trips, artist residencies, etc.
-
- Pacing guides for Art, Music, and Social Studies reflect alignment of cultural areas/time periods.
 - Lesson plans show integration of Social Studies into arts instruction.
 - Field trips and guest artists include trips to Children's Theater, Aronoff Center, and Wolfe Brothers historical music group.

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Curriculum and Instruction: Instructional Strategies

All teachers should implement instructional strategies that provide quality, variety, and access for all students.

	Statement or Question	Response	Rating
Question A:	To what extent does the school ensure that teachers engage students in creating, responding and performing to the arts?	Teachers systematically incorporate all three components of arts study: creating, performing and responding to the arts.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the school ensure that arts teachers provide students with exemplary arts models through a variety of means?	Teachers provide limited models of artistic performances and products to enhance student understanding but analysis of the examples is limited and not applied to developing performance/production skills.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does the school ensure teachers incorporate student/peer reviews of students' products and performances?	Teachers incorporate peer review of student's artistic products and performances.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent does the school ensure that teachers responsible for arts instruction differentiate instruction and activities for students with special needs?	Arts teachers provide authentic activities for students with special needs (i.e., IEP, GT plan, 504 plan, etc.).	Proficient

	Statement or Question	Response	Rating
Question E:	To what extent does the school ensure instruction in and application of fundamental artistic theory, skills and techniques in students' products and performances?	Arts teachers provide for the development of fundamental artistic theory, skills, and techniques through the development of student performances or products.	Proficient

	Statement or Question	Response	Rating
Question F:	To what extent does the school ensure the utilization of outside resources for instructional purposes in the arts?	Guest artists are not used, or guest artists provide arts instruction in place of regular disciplined based arts instruction.	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Lesson plans show instruction in peer review
- Assessment models show use of peer review
- Lesson plans and student exemplary products and performances show sound theory, skills, and techniques at a variety of levels from recall/knowledge to evaluative/creative

- Lesson plans reflect regular emphasis on creating, performing, and responding to the arts.

- Lesson plans reflect regular development of products and performances that are based on theory and skills.
- Peer reviews and critiques are used for student products and performances.

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Curriculum and Instruction: Student Performance

When all students are provided access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, student performance should be at a consistently high level.

	Statement or Question	Response	Rating
Question A:	To what extent does the school ensure student engagement in creating, performing and responding in the arts?	Students are actively engaged in creating, performing and responding to the arts.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the school ensure that students create artworks for a variety of purposes?	Students routinely create rich and insightful products and performances for a variety of purposes.	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent does the school ensure that students utilize a variety of problem solving skills in their products and performances?	Students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting on artistic performances and products.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent does the school ensure that students communicate reflections both verbally and in writing?	Students are not provided opportunities to appropriately reflect upon exemplary exhibits and live performances.	Needs Improvement

	Statement or Question	Response	Rating
Question E:	To what extent does the school ensure students' creative self-sufficiency in their creation of art works?	Students demonstrate the ability to be self-sufficient in creating performances and/or products with teacher guidance.	Proficient

	Statement or Question	Response	Rating
Question F:	To what extent does the school ensure that students have the opportunity to participate in juried events, competitions, exhibitions and performances outside of the school environment?	Students are not supported nor encouraged to participate in juried events, exhibitions, contests and performances outside the school environment.	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Audio/video recordings of student performances and products
- Student work samples show independent answers to assignments
- Student works samples show self-guided exploration

- Lesson plans and student work samples show a variety of products and performances that engage students in creating, performing,

and responding to the arts.

- Descriptions, pictures, and recordings of student performances and artistic products show a variety of purposes.

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Formative and Summative Assessment: Variety of Assessment

Teachers should use a variety of assessments to formatively and summatively monitor student progress toward standards

	Statement or Question	Response	Rating
Question A:	To what extent does the school ensure that all assessments are aligned with accepted arts instructional standards?	All arts assessments, both formative and summative are clearly aligned with standards and instruction in the classroom. Assessments are not confined to pencil and paper assessments but also include performance assessments	Distinguished

	Statement or Question	Response	Rating
Question B:	To what extent does the school ensure that summative assessments measure students' understanding of specific concepts based on accepted arts instructional standards?	Summative assessments are used to help individual students and performing groups improve. They are a natural outcome of classroom instruction.	Distinguished

	Statement or Question	Response	Rating
Question C:	To what extent does the school ensure that students effectively utilize peer reviews of student work?	Students use peer review to evaluate each other's work.	Proficient

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Nationally-normed, professionally prepared, state or teacher-prepared end-of-course exams, portfolio reviews, solo or group performances, critiques, etc
- 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
- Assessment models show use of peer review

- Students use peer review/critiques, as well as rubrics to evaluate their own and others' work.
- Arts teachers use paper/pencil assessments, as well as projects and performance-based assessments to evaluate student progress.

Formative and Summative Assessment: Expectations for Student Learning

Teachers should have common and high standards for student learning in Arts & Humanities.

	Statement or Question	Response	Rating
Question A:	To what extent does the school ensure that exemplar models of art works are used to guide student learning?	Exemplar/models are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the school ensure teachers utilize rubrics for creating, performing and responding in the arts?	Teachers use clearly defined rubrics/scoring guides among themselves but may not always share them with students.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does the school ensure that students develop their own rubrics for creating, performing and responding in the arts?	Teacher-created scoring guides are reviewed with students prior to engaging in work. Students have the opportunity to provide input into the scoring guide design.	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Lesson plans showing samples of inclusion of exemplary models, documentation of guest artists/ performances, residencies, field trips

- Arts teachers use exemplary models on a regular basis as part of daily instruction.
- Arts teachers use rubrics, but they are not student-created.

Formative and Summative Assessment: Response to Assessment

Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement

	Statement or Question	Response	Rating
Question A:	To what extent does the school ensure that students develop their own rubrics for creating, performing and responding in the arts?	Multiple classroom assessments for the arts are applied. Teachers do not share and analyze effectiveness or results across the arts department.	Needs Improvement

	Statement or Question	Response	Rating
Question B:	To what extent does the school ensure that teachers utilize appropriate assessment to identify, monitor and track gifted and talented students in the arts?	Gifted and Talented students identified in the arts or early primary pool is identified and attempts are made to individualize their growth in the arts.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does the school ensure that students receive feedback on their products and performances to inform future products and performances?	Teachers and leadership collaborate to design a process for providing feedback to students on performances/ products that can be documented.	Needs Improvement

	Statement or Question	Response	Rating
Question D:	To what extent does the school ensure that students reflect, evaluate and critique their own work and the works of others?	Students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate.	Proficient

	Statement or Question	Response	Rating
Question E:	To what extent does the school ensure that students regularly receive a variety of assessments to demonstrate their abilities for the creation, performance and response of the arts?	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.	Proficient

	Statement or Question	Response	Rating
Question F:	To what extent does the school ensure that teachers responsible for arts instruction utilize a variety of assessments and accommodations for students with different needs?	A variety of assessment strategies and accommodations are implemented with consideration for student differences (e.g., special learning needs, gifted and talented, multiple intelligences and students' learning styles).	Proficient

	Statement or Question	Response	Rating
Question G:	To what extent does the school ensure that student progress in the arts is communicated to the community?	Student activities, progress and achievement in the arts are being shared with the community.	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Samples of assessment tasks with rubrics and student products
- Student performance level descriptions, examples of written (pencil/paper) responses to artistic stimuli (e.g., music listening, image of artwork, excerpts of drama or dance performances)

- Arts teachers use rubrics and peer evaluations/critiques as part of regular instruction.
- Lesson plans reflect an emphasis on process-driven instruction.
- Arts teachers use a variety of performance-based assignments and differentiated assignments to monitor student progress.

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Professional Development: Planning

Professional development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning.

	Statement or Question	Response	Rating
Question A:	To what extent does the school ensure that teachers responsible for instruction in the arts are provided professional development?	Teachers of the arts are provided some professional development in their content area but the options are limited.	Needs Improvement

	Statement or Question	Response	Rating
Question B:	To what extent does the school ensure that teachers responsible for instruction in the arts are provided leave time for professional development?	The school provides professional leave for arts teachers to attend content specific conferences (e.g., KyAEA, KAHPERD, KMEA, KTA and other state or national conferences), workshops and/or seminars in their discipline. Teacher professional growth plans reflect content-specific PD.	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent does the school ensure the connection between professional growth opportunities in the arts and the Comprehensive School Improvement Plan and teachers' Individual Professional Growth Plans?	There is some connection between professional development activities in the arts identified in the Comprehensive School Improvement Plan (CSIP), Individual Professional Growth Plans (IGP), the school's learning goals for students, and the school and district staff development priorities.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent does the school ensure that teachers responsible for instruction in the arts collaborate with guest artists?	School arts educators have limited or no opportunities to collaborate with guest artists.	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Individual professional growth plans

Professional growth plans and the CDIP are used to identify areas of improvement for arts teachers. School leadership allows for pursuit of professional development from other organizations, but the size of the school, the number of arts teachers, and the limited professional development budget make it difficult for school leadership to provide on-site arts-specific professional development.

Professional Development: Participation

Teachers participate in program-specific professional development designed to meet their needs. All teachers participate in professional development focused on 21st century skills.

	Statement or Question	Response	Rating
Question A:	To what extent does the school ensure that teachers responsible for arts instruction participate in professional development opportunities specific to research based practices and 21st Century skills in their discipline?	Teachers have access to professional development that supports research based effective instructional strategies specific to their discipline.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the school ensure that teachers responsible for arts instruction are provided leave time and participate in discipline-specific conferences, workshops and seminars?	The school provides leave time for teachers to participate in discipline-specific conferences, workshops and seminars.	Proficient

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Individual professional growth plans

- Board policy regarding professional leave time ensures this opportunity for teachers.
- Professional growth plans are used to identify possible professional development opportunities.

Professional Development: Teacher Leadership

Teachers are leaders in their professional community, and guide/lead professional development that meets the needs of the professional learning community.

	Statement or Question	Response	Rating
Question A:	To what extent does the school ensure that teachers responsible for arts instruction lead professional growth opportunities for teachers in the arts disciplines and other academic content areas?	Job-embedded professional development opportunities are provided for arts teachers to encourage continuous learning and growth.	Proficient

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Individual professional growth plans
- Professional growth records

Growth plans and records show that professional development is provided to arts teachers.

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Administrative/Leadership Support and Monitoring: Shared Vision

School Councils and administrators have developed a shared vision for insuring quality Arts & Humanities instructional programs

	Statement or Question	Response	Rating
Question A:	To what extent does the school leadership ensure that the arts are included in the school vision?	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.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the school leadership ensure that the school vision supports learning to accepted arts instructional standards by all students?	The school vision does not support attainment of local, state, and national arts standards.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does the school leadership ensure that community stakeholders are involved in the development of the school vision?	School leadership does not involve community stakeholders in the development of the school's vision for arts education.	Needs Improvement

	Statement or Question	Response	Rating
Question D:	To what extent does the school leadership ensure that the school vision is utilized to guide the decision making process concerning arts instructional strategies?	The school vision for arts education is in process along with a plan to use the vision to systematically guide decision-making about the arts instructional program.	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Achievement in the arts program is reported in the school report card

The arts are included in the school handbook's mission statement/philosophy. Report cards include marks or grades for every student in each of their arts classes.

Administrative/Leadership Support and Monitoring: Time and Resources

School leadership will provide adequate resources, facilities, space and instructional time to support high quality Arts & Humanities instructional programs.

	Statement or Question	Response	Rating
Question A:	To what extent does the school leadership ensure that arts instruction is delivered by highly trained, qualified and certified teachers?	All arts instruction is provided by highly qualified and certified arts specialists. All arts teachers have extensive knowledge, training and arts experiences that fully qualify them to teach every course they are assigned.	Distinguished

	Statement or Question	Response	Rating
Question B:	To what extent does the school leadership ensure regularly scheduled instruction in the arts disciplines?	School leadership does not ensure regularly scheduled arts instruction for all students.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does the school leadership ensure adequate and protected time for arts instruction?	School leadership adopts policy and procedures that provide and protect adequate time for students to be actively involved in creating, performing and responding to the arts. * Elementary: A minimum average of 150 minutes per week of discipline-based arts instruction * Middle: Year-long instruction in specialized arts courses * High School: Year-long instruction in specialized arts courses	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent does the school leadership ensure that arts equipment is maintained?	The school provides for annual maintenance and repair of equipment as needed.	Proficient

	Statement or Question	Response	Rating
Question E:	To what extent does the school leadership ensure that arts classrooms are adequate for the specific arts disciplines?	Visual and performing arts classroom spaces are inadequate to support the unique teaching and learning demands of each arts discipline.	Needs Improvement

	Statement or Question	Response	Rating
Question F:	To what extent does the school leadership ensure that arts programs have adequate instructional resources?	The arts program lacks adequate materials, equipment and technology to teach the curriculum.	Needs Improvement

	Statement or Question	Response	Rating
Question G:	To what extent does the school leadership ensure additional learning opportunities in the arts to supplement and support classroom instruction?	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; and that these activities drive instruction.	Proficient

	Statement or Question	Response	Rating
Question H:	To what extent does the school leadership ensure arts courses are not scheduled in conflict with single-section required content area courses?	School leadership at the middle/high school level cooperates with arts teachers in the development of the school master schedule; single section courses are placed in the schedule first so as to avoid conflicts.	Distinguished

	Statement or Question	Response	Rating
Question I:	To what extent does the school leadership ensure that arts teachers are included in developing the school's master schedule?	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).	Proficient

	Statement or Question	Response	Rating
Question J:	To what extent does the school leadership ensure that the library/media center provides for a variety of arts resources?	The school media center has some arts books and other print materials, audio and video materials, and technology resources, but these are limited and need upgrading or improvement.	Needs Improvement

	Statement or Question	Response	Rating
Question K:	To what extent does school leadership ensure utilization of cross-curricular instruction between the arts and other content area teachers?	School leaders attempt to support and facilitate minimal cross-curricular collaboration with school arts programs.	Needs Improvement

Statement or Question:Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Local Educator Assignment Data (LEAD) data forms of arts teachers
- Arts teacher certification documentation
- Committee meeting agenda/minutes

- The LEAD report verifies that all arts teachers are highly qualified and certified arts specialists.
- The master schedule reflects a minimum of 150 minutes of arts instruction for elementary students.
- Maintenance request forms are used regularly for equipment repairs.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

The SBDM Council and School Leadership shall establish and monitor implementation of policies concerning a school's Arts & Humanities instructional program.

	Statement or Question	Response	Rating
Question A:	To what extent does school leadership ensure that arts teachers' class loads are equitable in the school?	All arts teachers are assigned class loads that are equitable to the class loads of other teachers in the building.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the school leadership ensure adequate planning and applicable travel time for arts teachers?	School leadership considers equitable planning and travel time for arts teachers, but there is no policy in place to insure equitable treatment.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does school leadership ensure adequate instructional assistance to arts teachers?	This characteristic refers to a specific grade level(s) that is not a part of our school.	Not Applicable

	Statement or Question	Response	Rating
Question D:	To what extent does school leadership ensure the use of various data to inform decisions on arts instructional programs, class offerings and staffing?	At the middle and high school levels, the SBDM council is developing a process for revising policies on staffing/class offerings based on data connected with student performance (achievement) in the arts, and the program review results.	Needs Improvement

	Statement or Question	Response	Rating
Question E:	To what extent does the school leadership ensure differentiated learning opportunities for students identified as gifted and talented in the arts?	School leadership is in process to develop a policy to assure service options for students identified as gifted and talented in the arts.	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Master schedule with class load breakdown
- Curriculum maps from other academic areas showing integration and/or connection to the arts

- The master schedule reflects that arts teachers have equitable class loads compared to other teachers. The master schedule also reflects that arts teachers have adequate daily planning time, but there is no policy to ensure any common planning time for arts teachers to plan for cross-curricular instruction.
- Curriculum maps for arts and social studies show alignment of cultural areas/time periods.
- Size of total school enrollment ensures that performing groups are never large enough to require teacher assistance for large performing groups, so no related policy has ever been implemented.

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all program efforts, and support teacher leadership through shared and distributed leadership strategies and actions.

	Statement or Question	Response	Rating
Question A:	To what extent does the school ensure collaboration between the principal and teachers responsible for arts instruction to develop a professional development action plan?	The principal individually evaluates and reflects on the impact of the Arts and Humanities instructional practices of the school to inform the professional development action plan, or evaluation and reflection is generally limited.	Needs Improvement

	Statement or Question	Response	Rating
Question B:	To what extent does the principal work with arts instructional staff to ensure collaboration with arts programs to support instruction during the school day?	The Principal has little involvement in collaborating in or monitoring arts programs that occur during instructional time.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does the principal ensure that arts teachers are involved in the school's budget planning?	Arts teachers have a limited voice in planning the annual school budget.	Needs Improvement

	Statement or Question	Response	Rating
Question D:	To what extent does the principal ensure parental and community stakeholder involvement with arts instructional programs?	School leadership actively pursues parent involvement in the arts programs but support is limited and needs improvements.	Needs Improvement

	Statement or Question	Response	Rating
Question E:	To what extent does the principal ensure collaborative and self-reflective professional learning for teachers responsible for arts instruction?	The principal initiates professional learning among staff through collaboration and self-reflection.	Proficient

	Statement or Question	Response	Rating
Question F:	To what extent does the principal participate in professional learning within the arts and humanities instructional program?	The principal participates fully in professional learning regarding the school's Arts and Humanities program.	Proficient

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Records of arts training programs in which the principal participated

- The principal monitors professional growth plans for arts teachers and supports attainment of goals by sharing information throughout the year on any arts-specific professional development opportunities.
- The principal guides staff through the development of the CDIP.

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