

Visual and Performing Arts Program Review Rubric

2016-17 School Year

Kentucky Department of Education



Visual and Performing Arts Program Review

The goal of visual and performing arts programs is to enhance students' knowledge and understanding of the arts processes through participation in the arts. In understanding some programs for students do not offer themselves to paper and pencil assessments, an annual self-assessment of a school's visual and performing arts program provides an opportunity for considering how well a school is meeting the different aspects of the program and formatively analyzing areas of strength and areas of growth.

The focus of the program review is **program improvement**. Consider the program through the lens of its four purposes. The program review is intended to:

- Improve the **quality** of teaching and learning for all students in all programs.
- Allow equitable **access** for all students to provide experiences that contribute to becoming well-rounded, productive citizens.
- Allow student **demonstration** of understanding beyond a paper-and-pencil test.
- Ensure a **school-wide natural integration** of the program skills across all contents, beyond the program area.

The Program Review Rubric, for all five reviews, is divided into four standards: Curriculum and Instruction, Formative and Summative Assessment, Professional Learning and Leadership: Support and Monitoring.

Each of the standards is marked by demonstrators that help identify a strong, successful program. When reviewing a program, consider the demonstrators as the over-arching strengths of a standard within a program. The demonstrators comprise the focus of the program. Each demonstrator has a set of characteristics to assist schools in identifying the strengths and areas of growth related to that demonstrator. These specific characteristics for demonstrators assist in decision making for continuous improvement and in determining scores for the demonstrators.

Standard One: Curriculum and Instruction

Demonstrator One: Student Access – All students have equitable access to high quality visual and performing arts curriculum and instruction. Full implementation of a visual and performing arts curriculum includes: dance, media arts, music, theatre and visual art.

Characteristic A: The school provides equitable access for all students through intentionally scheduling time for Visual and Performing Arts.

Elementary: All students receive visual and performing arts instruction, on a regular basis, over the course of a school year.

Middle School/High School: All students have equitable access and opportunities to participate in quality visual and performing arts programs.

Characteristic B: All students participate in intentionally planned learning opportunities to explore ideas and design products when *natural* connections are appropriate across content areas.

Characteristic C: All students have equitable access to cross-curricular instruction that is culturally responsive, and includes authentic and applied learning experiences.

Characteristic D: All students have equitable access to curriculum that provides enhanced learning opportunities through contact and collaboration with community (guest artists, former students, community members, etc.), business and postsecondary partners.

Characteristic E: All students have equitable access to a variety of equipment, materials and resources that are relevant and necessary for growth as learners in the visual and performing arts.

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
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<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p>0-2 characteristics</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p>3-4 characteristics *Must include A, C, & E</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p>5 out of 5 characteristics</p>
<p>Demonstrator Two: <i>Aligned and Rigorous Curriculum</i> – An aligned and rigorous curriculum provides access to Kentucky Academic Standards (KAS) for all students.</p>		
<p>Characteristic A: The enacted curriculum is aligned vertically and horizontally to the Kentucky Academic Standards for the Arts.</p>		
<p>Characteristic B: The enacted curriculum is reviewed annually and revised as needed.</p>		
<p>Characteristic C: Adequate instructional time is provided for visual and performing arts teachers to consistently collaborate, plan and fully enact an aligned and rigorous curriculum.</p>		
<p>Characteristic D: The schools’ visual and performing arts curriculum offers opportunities for students to apply technology effectively as a tool when appropriate.</p>		
<p>Not Meeting Expectation</p>	<p>Meeting Expectation*</p>	<p>Exceeding Expectation</p>
<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p>0-1 characteristic</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p>2-3 characteristics *Must include A & C</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p>4 out of 4 characteristics</p>

Demonstrator Three: Student Performance – All students have opportunities to participate in performances both inside and outside of the school.		
Characteristic A: All students actively engage in creating, performing/presenting/producing, responding and connecting to the arts.		
Characteristic B: All students, with teacher guidance, routinely use creative and responsive skills when developing and/or reflecting on their artistic performances and products (peer feedback, product description, self-assessment, etc.)		
Characteristic C: All students are supported and encouraged to participate in grade level appropriate juried exhibitions, contests and performances inside and outside the school environment – this would not have to include all students; however, all students should have opportunity.		
Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
The school is NOT Meeting the Expectation for the demonstrator: 0-1 characteristic	The school is Meeting the Expectation for the demonstrator: 2 characteristics *Must include A & B	The school is Exceeding the Expectation for the demonstrator: 3 out of 3 characteristics

Standard Two: Formative and Summative Assessment

Demonstrator: Assessments/Expectations for student learning – Teachers use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement. Teachers communicate high expectations and use common standards for student learning.

Characteristic A: Teachers use ongoing formative and summative assessments that are clearly aligned to the Kentucky Academic Standards for the Arts for individual students and groups to authentically measure a specific concept, understanding and/or skill that leads to student growth.

Characteristic B: Teachers guide and assist students in developmentally or grade level appropriate peer reviews and critiques to evaluate each other’s work.

Characteristic C: Teachers, peers and others (principals, community members support staff, etc.) provide regular, meaningful and timely feedback on students’ products as part of a constructive feedback process.

Characteristic D: Teachers provide regular and meaningful opportunities for students to revise and apply new learning before summative products are assessed.

Characteristic E: Teachers regularly and consistently utilize exemplars/models to encourage students to demonstrate characteristics or rigorous work in instructional lessons/units.

Characteristic F: Teachers regularly and consistently use and share, with their students, learning targets and objectives aligned to the state standards.

Characteristic G: Teachers use rubrics/scoring guides that are clearly defined; students have input on success criteria and/or rubrics when appropriate.

Characteristic H: Teachers and students collaborate to set goals that are standards-based and informed by feedback and assessment.

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
The school is NOT Meeting the Expectation for the demonstrator:	The school is Meeting the Expectation for the demonstrator:	The school is Exceeding the Expectation for the demonstrator:

0-5 characteristic	6-7 characteristics *Must include A, B, D, E, F & H	8 out of 8 characteristics
Standard Three: Professional Learning		
Demonstrator: Opportunity and Participation – Professional learning opportunities are planned according to the Standards for Professional Learning with the teachers’ learning needs in mind in response to data available about current teacher practice and student learning in the context of the components and indicators of effectiveness in The Framework for Teaching. In this standard, school leadership is defined as SBDM/principal/principal designee.		
Characteristic A: School leadership ensures teachers of visual and performing arts regular and consistent access to job-embedded and program specific professional learning opportunities.		
Characteristic B: School leadership allocates time for visual and performing arts teachers to collaborate and exchange ideas during the school day		
Characteristic C: Visual and performing arts teachers regularly choose and participate in relevant professional learning opportunities (content cadres, PLCs, workshops, etc.) to increase teacher effectiveness.		
Characteristic D: School leadership participates in professional learning (visual and performing arts) alongside teachers.		
Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
The school is NOT Meeting the Expectation for the demonstrator: 0-1 characteristic	The school is Meeting the Expectation for the demonstrator: 2-3 characteristics *Must include A & B	The school is Exceeding the Expectation for the demonstrator: 4 out of 4 characteristics

Standard Four: Leadership: Support and Monitoring

Demonstrator: Policies & Monitoring – School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support effective instructional programs. In this standard, school leadership is defined as SBDM/principal/principal designee.

Characteristic A: School leadership ensures protected time for the curriculum and concepts of the visual and performing arts programs.

Characteristic B: School leadership ensures visual and performing arts teachers have the opportunity to participate in planning the annual school budget.

Characteristic C: School leadership ensures visual and performing arts teachers receive equitable planning time (and travel time for itinerant teachers).

Characteristic D: School leadership ensures visual and performing arts teachers have access to necessary resources to implement the program.

Characteristic E: School leadership ensures that decisions related to visual and performing arts programs are based on student needs and interests.

Characteristic F: School leadership communicates and involves the school, parents and community in making decisions about the school’s visual and performing arts programs.

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
The school is NOT Meeting the Expectation for the demonstrator:	The school is Meeting the Expectation for the demonstrator:	The school is Exceeding the Expectation for the demonstrator:

0-3 characteristics	4-5 characteristics *Must include A, C, D & E	6 out of 6 characteristics
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