STAGE 2 ACTIVITY | DATA ANALYSIS CARDS

cut out cards ✂

STANDARDS-BASED CURRICULUM

- Are the arts taught as discrete disciplines?

- Is any written curriculum being used? If so, in which arts disciplines?

- Does curriculum include the five strands outlined in the *Visual and Performing Arts Framework for California Public Schools*? (artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections and application to other disciplines and to careers)

- Is curriculum aligned to support student achievement according to the state arts content standards at every/ any grade level?

- Where are there examples of sequential arts instruction, either within a course, or through a series of courses?

INSTRUCTION AND METHODOLOGY

- Is instruction provided in all four arts disciplines? (dance, music, theatre and visual arts)

- How much time is dedicated to arts instruction?

- Is instruction focused on helping students make progress toward achieving discipline-specific arts standards?

- Are there strategies in place to ensure that all students make progress toward achieving the standards?

- Are there examples of instruction (in a single art form) that includes a variety of methodologies to address diversity in learning styles? (guided instruction, student exploration, student performance, research/reading/writing, individual and group activities, etc.)

- Does the student-to-teacher ratio seem appropriate (in each of the four art forms)?

STUDENT ASSESSMENT

- How is student work evaluated?

- Are students assigned a letter grade in the arts?

- Are there examples where student work is evaluated in relation to the state arts content standards?

- Are student assessment strategies imbedded in the curriculum?

- Where are there examples of formal assessment tools and measures for evaluating student achievement in the arts?

- Do any arts courses require that students maintain portfolios of their work? Have consistent scoring guides been designed for evaluating this work?

PROFESSIONAL DEVELOPMENT

- What opportunities do teachers currently have for professional development in the arts? (access to district in-service training, teaching artists or arts specialists, model classrooms, conferences, summer institutes)

- Are there formal, district-wide long-range plans for professional development in other subject areas that can serve as a model for designing professional development in the arts?

- How might professional development needs differ for generalist teachers, art specialist teachers, artists and parents?

PROGRAM ADMINISTRATION AND PERSONNEL

- Who is teaching the arts? Is instruction provided by arts specialists? Generalist teachers? Visiting artists? Volunteers?
- Do arts teachers have an in-depth understanding of arts education as described in the Visual and Performing Arts Framework?
- Are arts teachers able to provide discrete and integrated instruction in the arts?

PARTNERSHIPS AND COLLABORATIONS

- Which community arts resources are being used to complement, enhance, or expand classroom instruction in the arts? (e.g., performances, residencies, field trips, etc.)
- What other non-arts agencies that are supporting arts instruction? (e.g., higher education, businesses, local government)
- What is the focus and nature of our existing partnerships and collaborations?

RESOURCES AND FACILITIES

- Which schools have appropriate facilities for the different arts disciplines? (dance studios or wood floors, risers for choirs, stages for theatre)
- Are there community facilities that are being used for school-based arts programs?
- What equipment and/or supplies are currently available and how are they used? (instructional materials, art supplies, kilns, musical instruments, costumes, props, scripts, etc.)

PROGRAM EVALUATION

- To what extent do individual schools evaluate their own site-based arts programming?
- To what extent are arts education programs developed and refined in accordance with the evaluation results?
- Are there district examples of data-driven evaluation methods in other subject areas that can serve as models for arts program evaluation?

COMMUNICATION AND ADVOCACY

- To what extent are arts education program policies, budget development, decisions, and activities are carried out in a transparent, collaborative manner?
- To what extend do school and district leaders regularly communicate with faculty, staff, parents, and the broader community about the value of arts learning our students' education?
- Does the district regularly invite local leaders and elected officials to participate in exhibitions and performances of student work, as well as observation of everyday learning in arts classes?
- To what extent is district arts leadership aware of current policies and pending legislation related to visual and performing arts instruction in schools?
- Does the district keep the community educated and abreast of developments in this area?