

Kentucky Department of Education

KDE Program Review Arts and Humanities

ARTS AND HUMANITIES: CURRICULUM AND INSTRUCTION

Demonstrator 1. Student Access			
<i>All students should have equitable access to high quality curriculum and instruction.</i>			
No Implementation	Needs Improvement	Proficient	Distinguished
<p>a) Students do not have access to arts programs offering creating, performing and responding to the arts in any discipline.</p>	<p>a) The arts program offers creating, performing, and responding processes in the arts, but not all four arts disciplines are included.</p>	<p>a) Access is provided for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines (dance, drama, music, visual arts)</p>	<p>a) The arts program offers individual students the opportunity to develop their own talents in the three processes of creating, performing, and responding to the arts with the support of teachers, beyond the regular classroom.</p>
<p>b) Discipline based arts instruction is not provided in any arts discipline</p>	<p>b) Discipline-based instruction is not provided for each arts discipline as outlined in the Kentucky Core Academic Standards.</p> <ul style="list-style-type: none"> • Elementary: All students have scheduled discipline-based arts instruction providing for exploration three or less art forms outlined in the KCAS. • Middle School: All students have access to regularly scheduled discipline-based, arts courses in three or less art forms which provide a firm grounding in basic creating, 	<p>b) The arts curriculum provides discipline-based instruction and protected time in each arts discipline containing its own body of knowledge, skills, and ways of thinking as outlined in the Kentucky Core Academic Standards.</p> <ul style="list-style-type: none"> • Elementary: All students have regularly scheduled discipline-based arts instruction providing for exploration of each of the four art forms outlined in the KCAS. • Middle School: All students have access to regularly 	<p>b) Arts teachers collaborate (K-12) to ensure that curriculum is vertically aligned for discipline-based instructional program in each arts discipline.</p> <ul style="list-style-type: none"> • Elementary: All students have an average of 150 minutes per week of regularly scheduled discipline-based arts instruction providing for exploration of each of the four art forms outlined in the KCAS. • Middle School: All students

	<p>performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes.</p> <ul style="list-style-type: none"> High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized arts courses in three or less art forms is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement. 	<p>scheduled discipline-based, arts courses in each of the four art forms which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes.</p> <ul style="list-style-type: none"> High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized arts courses in each art form is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement. 	<p>have regularly scheduled discipline-based, arts courses in each of the four art forms yearly which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes.</p> <ul style="list-style-type: none"> High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized and scaffolded arts course in each art form is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement.
--	--	---	---

Evidence:
Rationale:

Next steps:

Demonstrator 2. Aligned and Rigorous Curriculum			
<i>An aligned and rigorous curriculum provides access to Kentucky Core Academic Standards (KCAS) for all students as defined by state standards.</i>			
No Implementation	Needs Improvement	Proficient	Distinguished
a) The arts curriculum does not follow the Kentucky Core Academic Standards	a) The arts curriculum is not fully aligned with the Kentucky Core Academic Standards.	a) The arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Core Academic Standards.	a) Teachers responsible for teaching the arts regularly collaborate to ensure that curriculum is aligned vertically and horizontally with the Kentucky Core Academic Standards.
b) Arts literacy is not addressed in the arts curriculum	b) 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.	b) The arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Common Core Standards for English/Language Arts.	b) The curriculum goes beyond basic literacy in the arts to include communication through the students' arts products and performance as a distinctive literacy in itself as well as written and verbal communication utilizing the Common Core Standards for E/LA.
c) There is no cross-curricular integration between the arts and other content areas.	c) Cross-curricular integration between the arts and other content areas is happening but it is not fully developed or intentionally based on the Kentucky Core Academic standards.	c) The school curriculum provides opportunities for integration as natural cross-curricular connections are made between the arts and other content areas.	c) The school curriculum provides intentional and meaningful integration of the arts and other content areas with natural cross-curricular connections.
d) Students receive no exposure to exemplary works of dance, drama, music or visual art	d) Students receive little exposure to exemplary works of dance, music, theatre and visual.	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.	d) The school-wide curriculum includes the study of representative exemplary works, artists, cultural traditions, and historical periods for each arts discipline to show natural connections.

e) The arts curriculum is not revised or is not revised utilizing student data	e) The school arts curriculum is revised based on a single or limited indicator(s) of student performance	e) The school arts curriculum is revised using multiple indicators such as student formative and summative assessments, arts organization performance assessments from sanctioned events, or other student needs.	e) The school arts curriculum is revised by using multiple indicators by a committee comprised of arts and cross-content area teachers.
--	---	--	---

Evidence:
Rationale:
Next steps:

Demonstrator 3. Instructional Strategies			
<i>Teachers implement instructional strategies that provide quality experiences, a variety of activities, and access for all students.</i>			
No Implementation	Needs Improvement	Proficient	Distinguished
a) Teachers do not incorporate all three components of arts study: creating, performing and responding to the arts.	a) Teachers rarely incorporate all three components of arts study: creating, performing and responding to the arts.	a) Teachers systematically incorporate all three components of arts study: creating, performing and responding to the arts.	a) Teachers engage students in high-level creative activities and problem solving in the arts through creating and performing. Students apply analytical skills at a high level while responding to the arts
b) Teachers do not provide models of artistic performances and products.	b) Teachers provide limited models of artistic performances and products to enhance student understanding	b) Teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills.	b) Teachers provide print, electronic media, virtual or live models of exemplary artistic performances and products to enhance students' understanding of each arts discipline and to develop their performance/production skill
c) Arts teachers do not provide artistic theory, skills, and techniques	c) Arts teachers provide basic artistic theory, skills, and techniques but do not help students find their relevance to products or performances.	c) Arts teachers provide for the development of artistic theory, skills, and techniques through the development of student performances or products that are relevant and developmentally appropriate for students.	c) Arts teachers ensure that students are able to create original artworks by intentionally applying artistic theory, skills and techniques that are relevant and developmentally appropriate.
d) Guest artists are not used nor are guest artists used for arts instruction in the absence of discipline based arts instruction	d) Guest artists are not used, or guest artists provide arts instruction in place of regular disciplined based arts instruction.	d) The arts curriculum is enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day.	d) Guest and community artists, artist residencies, field trips, etc., are integrated into the school arts culture for all students and provide experiences that are designed to promote learning of Kentucky Core Academic Standards

			within the arts and other content areas.
--	--	--	--

Evidence:
Rationale:
Next steps:

Demonstrator 4. Student Performance			
<i>All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.</i>			
No Implementation	Needs Improvement	Proficient	Distinguished
a) Students do not engage in the three components of creating, performing and responding to the arts	a) Students are not actively engaged in all three components of creating, performing, and responding in the arts.	a) Students are actively engaged in creating, performing and responding to the arts.	a) Students demonstrate mastery of skills and theoretical understanding with high levels of creativity, performing, and responding to the arts appropriate to the age and grade level.
b) Students' products are solely teacher driven and show no variety, scope nor purpose	b) Students' products show a lack of variety, scope or purpose; ideas, products, performances, etc. are primarily teacher-driven.	b) Students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance.	b) Students independently create rich and insightful products and performances with variety, scope and purposes.
c) Students do not utilize creative, evaluative nor analytical and problem solving skills in their artistic products and performances	c) Student work in the arts demonstrates that they are applying minimal creative, evaluative or analytical and problem solving skills in their artistic performances or products.	c) Students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting in their artistic performances and products.	c) Students independently apply creative, evaluative, analytical and problem solving skills in developing and/or reflecting on their artistic performances and products.
d) Students do not reflect on nor communicate about exemplary exhibits and performances	d) Students rarely reflect upon exemplary exhibits and live or technologically provided performances.	d) Students use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignments.	d) Students subjectively reflect on exemplary exhibits and live or technologically performances to a variety of audiences through a variety of means of communication (e.g. written, verbal, their own artistic means).

e) No students create their own performances nor products	e) Students rarely demonstrate the ability to be self-sufficient in creating artistic products.	e) Students demonstrate the ability to become self-sufficient in creating performances and/or products after teacher guidance	e) Students initiate and produce their own creative projects.
f) Students are not supported nor encouraged to participate in grade level appropriate juried events, exhibitions, contests nor performances outside of the school environment. N/A - Elementary	f) Some students are encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment. N/A - Elementary	f) Students are supported and encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school. N/A - Elementary	f) School arts programs and individual students routinely participate in grade level appropriate juried events, exhibitions, contests, performances. Performance assessment events are used as tools for reflection and review, and used adjust and improve the school instructional program. N/A - Elementary

Evidence:
Rationale:
Next steps:

ARTS AND HUMANITIES: FORMATIVE AND SUMMATIVE ASSESSMENT

Demonstrator 1. Assessment <i>Teachers should use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance to student learning and achievement.</i>			
No Implementation	Needs Improvement	Proficient	Distinguished
a) Formative and summative arts assessments for individual students and performing groups are not aligned with Kentucky Core Academic Standards nor authentically measure a specific concept, understanding and/or skill	a) Formative and summative arts assessments show some alignment with components of the Kentucky Core Academic Standards and measure a specific concept, understanding and/or skill	a) Formative and summative arts assessments for individual students and performing groups are clearly aligned with the components of the Kentucky Core Academic Standards and authentically measure a specific concept, understanding and/or skill and lead to student growth.	a) Formative and summative arts assessments for individual students and performing groups are clearly aligned with the components of the KCAS and inform instruction in the classroom leading to student improvement.
b) Teachers do not utilize developmentally or grade level appropriate peer review nor critique for evaluation of student product and performances	b) Teachers are the primary reviewers of student work and students do not effectively use developmentally or grade level appropriate peer review or critique to evaluate each other's work.	b) Teachers guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work.	b) Students independently and objectively utilize developmentally or grade level appropriate oral and written peer reviews and critiques to evaluate each other's work.

Evidence:
Rationale:
Next steps:

Demonstrator 2. Expectations for Student Learning			
<i>Teachers communicate consistently high expectations and use common standards for student learning in Arts & Humanities.</i>			
No Implementation	Needs Improvement	Proficient	Distinguished
a) Exemplar models are not used in classroom instruction	a) Exemplars or models are used in classroom instruction, but students are not clear as to how they can apply what they learn from models.	a) Exemplar/models are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	a) Exemplars/models are used with every instructional lesson/unit (e.g. historical masterpieces, current works, performances by exemplary artists, or exemplary student work).
b) Rubrics/scoring guides are not used	b) Teachers use clearly defined rubrics or scoring guides but do not share them with students.	b) Teachers share clearly defined rubrics or scoring guides with students before creating, performing, or responding assignments or assessments appropriate to the age and grade level and students have the opportunity to provide input into the scoring guide.	b) Teachers engage students in creating their own rubrics or scoring guides for creating, performing, or responding assignment/assessments appropriate to the age and grade level.
c) Teachers develop student learning and academic growth goals that are unrelated to identified student needs	c) Teachers develop rigorous student learning and academic growth goals that are attainable, reflect acceptable growth and are related to identified student needs, but the SMART (specific, measurable, appropriate, realistic and time bound) goals process needs refining	c) Teachers develop rigorous student learning and academic growth through student learning objectives and refined SMART (specific, measurable, appropriate, realistic and time bound) goals that are rigorous, attainable and reflect acceptable growth during the course or school year	c) Teachers, in collaboration with the individual students, develop rigorous student learning and academic growth SMART goals that are rigorous, attainable and reflect acceptable growth during the course or school year

Evidence:

Rationale:
Next steps:

Demonstrator 3. Assessment for Teaching

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

No Implementation	Needs Improvement	Proficient	Distinguished
a) Teachers do not provide feedback to students on performances/products or do not document feedback	a) Teachers provide limited documented feedback to students on performances/products.	a) Teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources (e.g., staff members, arts adjudicators, peers, etc.) on their performances/products so students may strengthen their future performance/products.	a) Students are very clear on their progress and capabilities in the arts, and are carefully guided by documented individual plans based on feedback (from staff, professional, peers, etc.) as to next steps in their progress.
b) Students do not engage in critiques nor evaluations of artistic products	b) Students engage in critique and evaluation of artistic products; but those processes are not formalized or students are not yet capable of making strong evaluations.	b) Students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate	b) Students purposely use the language of the arts in critiquing and evaluating performances. They further make recommendation on how those products or performances can be more effective as is grade level and age appropriate.

Evidence:

Rationale:

Next steps:

ARTS AND HUMANITIES: PROFESSIONAL DEVELOPMENT

Demonstrator 1. Opportunity			
<i>Professional development opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.</i>			
No Implementation	Needs Improvement	Proficient	Distinguished
a) There is no professional development action plan.	a) A professional development action plan is developed.	a) The professional development action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the Arts and Humanities.	a) The professional development action plan is linked to the Comprehensive School Improvement Plan (CSIP), supports quality instruction in the Arts and Humanities and is revisited throughout the year to assess the implementation, program fidelity and to make necessary revisions.
b) Arts and Humanities teachers do not have access to job embedded professional development opportunities.	b) Arts and Humanities teachers have some access to job embedded professional development opportunities.	b) Job embedded professional development opportunities are available to Arts and Humanities teachers to encourage continuous growth.	b) A variety of job embedded professional development opportunities are available to the Arts and Humanities teachers to encourage continuous growth and are tailored to meet individual needs of teachers and students.
c) Arts and Humanities teachers do not have access to professional development opportunities.	c) Arts and Humanities professional development opportunities are limited and do not focus on research based best practices that will support teacher Professional Growth Plans.	c) Arts and Humanities professional development opportunities focus on research based best practices and are planned based on school and student data and teacher Professional Growth Plans.	c) A variety of Arts and Humanities professional development opportunities are available and focus on research-based best practices that support teacher Professional Growth Plans and are based upon school and student data.
d) Arts and Humanities teachers do not have opportunities to	d) The school encourages collaboration between Arts	d) The school schedule allows for Arts and Humanities and	d) The school allocates time for Arts and Humanities and

collaborate with academic core teachers.	and Humanities and academic core teachers, but does not allocate time for collaboration to occur.	academic core teachers to collaborate and exchange ideas.	academic core teachers to collaborate and exchange ideas during the school day, in professional learning communities and through professional development trainings.
--	---	--	--

Evidence:
Rationale:
Next steps:

Demonstrator 2. Participation			
<i>Teachers participate in Arts and Humanities-specific professional development designed to meet their needs. Arts and Humanities teachers participate in professional development focused on 21st Century Skills</i>			
No Implementation	Needs Improvement	Proficient	Distinguished
a) Arts and Humanities teachers never participate in arts content-specific professional development.	a) Arts and Humanities teachers participate in arts content-specific professional development, but no evidence of implementation.	a) Arts and Humanities teachers participate in arts content-specific professional development selected based on school, student and teacher data analysis .	a) Arts and Humanities teachers participate in arts content-specific professional development that is selected based on school, student and teacher data analysis and impact is evident.
b) Arts and Humanities teachers do not participate in professional learning communities.	b) Arts and Humanities teachers are members of professional learning communities.	b) Arts and Humanities teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement .	b) Arts and Humanities teachers take on a leadership role in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement and share this information school wide.
c) Arts and Humanities teachers are not members of professional organizations.	c) Arts and Humanities teachers are members of professional organizations.	c) Arts and Humanities teachers are leaders in professional organizations and the school .	c) Arts and Humanities teachers are leaders in professional organizations, the school and the community.
d) Arts and Humanities teachers have no contact with external partners.	d) Arts and Humanities teachers have limited contact with external partners.	d) Arts and Humanities teachers regularly collaborate with community, business, and postsecondary partners through advisory committees, work exchange programs and/or community groups with a focus on the arts .	d) Arts and Humanities teachers are provided with time in the school schedule, a stipend and/or professional development credit for collaboration with community, business, and postsecondary partners through advisory committees,

			work exchange programs, and/or community groups.
e) No teachers receive professional learning opportunities to enhance the integration of the arts and humanities content.	e) Some teachers in the school receive professional learning opportunities to enhance the integration of the arts and humanities content.	e) Most teachers in the school receive and implement professional development to enhance the integration of the Arts and Humanities content into school curricula.	e) All teachers in the school receive and implement professional development to enhance the integration of the Arts and Humanities content into school curricula.

Evidence:
Rationale:
Next steps:

ARTS AND HUMANITIES: ADMINISTRATIVE/LEADERSHIP SUPPORT AND MONITORING

Demonstrator 1. Policies and Monitoring			
<i>School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support highly effective arts and humanities instructional programs.</i>			
No implementation	Needs Improvement	Proficient	Distinguished
a) There are no policies in place to ensure that arts concepts are taught throughout the school and across the curriculum	a) School councils/leadership establish policies to ensure that Arts concepts are taught throughout the school and across the curriculum	a) School councils/leadership implement policies to ensure that disciplined based arts instruction is a part of the school curriculum and arts concepts are taught throughout the school and across the curriculum	a) School councils/ leadership monitors and evaluates the teaching of arts concepts throughout the school and across the curriculum.
b) Time is not allocated in the school schedule for all students to receive instruction in all arts disciplines instruction	b) Time in the school schedule is not adequately allocated for all students to receive instruction in the Arts and Humanities disciplines.	b) Protected time is allocated in the schedule so that all students can receive instruction in the Arts and Humanities disciplines.	b) Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the needs of students in the arts.
c) School leadership plans the annual school budget with no teacher input.	c) School leadership and select teachers plan the annual school budget.	c) Arts teachers are invited to participate in planning the annual school budget	c) Arts teachers participate in and provide input into the school budget to ensure adequate and quality materials, equipment, space and technology are available to offer the curriculum
d) Student-teacher ratios are unmanageable for arts courses based on course and facilities	d) Arts teachers are assigned unmanageable class loads and/or inadequate/ inappropriate facilities.	d) Arts teachers are assigned manageable class loads based on course and facilities .	d) Arts teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building.

e) Arts teachers receive no planning time.	e) Arts teachers receive planning time, but this is not equitable to other content areas.	e) Arts teachers receive planning and travel time that is equitable with other content areas	e) Arts teachers receive equitable planning time and participate in cross-curricular planning.
f) The principal does not allocate time and resources to implement arts programs.	f) The principal allocates time and resources to implement the arts programs, but these are not equitable to other content areas.	f) The principal and Arts and Humanities teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs.	f) The principal collaborates with Arts and Humanities teachers when planning for the allocation of time, appropriate facilities and resources to implement the arts program, and acts upon the recommendations.
g) There are no policies in place to assess student need against staff allocation	g) School councils establish policies for the allocation of staff based on needs of students	g) Decisions related to arts program staffing are based on student need and interests	g) Decisions related arts program staffing are made based on data from the ILP, student need and interests and community needs.

Evidence:
Rationale:
Next steps:

Demonstrator 2. Principal Leadership

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

No implementation	Needs Improvement	Proficient	Distinguished
a) The principal does not evaluate nor reflect on the impact of arts instructional practices.	a) The principal is the only evaluator of the impact of arts instructional practices on overall student achievement in the school	a) The principal enlists Arts and Humanities teacher leaders to collaborate, evaluate and reflect on the impact of the arts instructional practices on overall student achievement in the school	a) The principal and Arts and Humanities teachers collaboratively evaluate, reflect on the impact of, and provide support for the arts instructional practices on overall student achievement
b) The principal does not participate in professional learning regarding the school's arts programs	b) The principal initiates professional learning regarding the school's arts programs	b) The principal initiates and participates in professional learning regarding the school's arts programs	b) The principal participates in and leads professional learning regarding the school's arts programs
c) The principal does not communicate with parents and community about arts and humanities programs.	c) The principal rarely provides communication with parents and community about arts and humanities programs.	c) The principal frequently provides communication with parents and community about arts and humanities programs.	c) The principal regularly provides a variety of sources, including technology and media resources, when communicating with parents and community about arts and humanities programs.

Evidence:

Rationale:

Next steps: