Academic Performance Standard 3 – Assessment
Primary and Intermediate Levels
2007-2008 Pilot Project

Standard 3: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation* ***Meets the criteria for a rating of "3" on this indicator plus:***	3 *Fully functional and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
3.1b **Performance standards are clearly communicated, evident in classrooms and observable in student work.** **Examples of Supporting Evidence:** • Example assessment tasks with rubrics and student products • Student performance models/records • Teacher and student interviews • Rubrics posted in classrooms • Student performance level descriptions	Teachers use arts and humanities performance standards and performance level descriptions to collaborate with students and other teachers to develop clearly defined rubrics prior to assignment/assessments.	Teachers consistently use arts and humanities performance standards and performance level descriptions to develop clearly defined rubrics that are shared with students prior to assignments/assessments.	Teachers occasionally use arts and humanities performance standards and performance level descriptions to develop clearly defined rubrics and/or the rubrics are seldom shared with students.	Teachers make little or no use of arts and humanities performance standards and performance level descriptions to develop rubrics and/or rubrics are not shared with students.
	Models of actual student arts performances/products and teacher-made examples are used to clarify the task and to show distinctions in the levels of performance and are shared across content areas and grade levels. School leadership provides support to teachers to ensure school-wide implementation of strategies to improve student performance.	Models of actual student arts performances/products and teacher-made examples are used to clarify the task and to show distinctions in the levels of performance. Strategies for improving student performance/products are regularly identified and discussed, implemented in the classroom and observable in student work.	Models of actual student arts performances/products and teacher-made examples are occasionally used to clarify the task and to show distinctions in the levels of performance. Strategies for improving student performance/products are identified and discussed, but are not always implemented in the classroom or observable in student work.	Models of student arts performances/products are not used to clarify the task or to show the distinctions in the levels of performance.
	Teachers, students and other instructional staff members collaborate to design classroom assessment tasks across content areas that allow students to demonstrate characteristics of rigorous work as described in arts and humanities performance standards and performance level descriptions.	**Classroom assessments art designed to allow students to demonstrate characteristics of rigorous work as described in arts and humanities performance standards and the performance level descriptions**	**Classroom assessments occasionally allow students to demonstrate rigorous work as described in arts and humanities performance standards and the performance level descriptions**	**Classroom assessments do not allow students to demonstrate rigorous work as described in arts and humanities performance standards and the performance level descriptions.**

Draft

DRAFT

Standard 3: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

	Student arts assessment tasks are designed with input from the students to be age and developmentally appropriate.	Student arts assessment tasks are regularly designed to be age and developmentally appropriate.	Student arts assessment tasks are occasionally designed to be age and developmentally appropriate.	Student arts assessment tasks are not designed to be age and developmentally appropriate.
	By school policy and practice, teachers and other staff members engage in regular and meaningful two-way communication with families about student progress in arts and humanities.	Teachers provide regular and meaningful communication to families about student progress in arts and humanities.	Teachers occasionally communicate with families about student progress in arts and humanities beyond reporting grades.	Teachers do not communicate with families about student progress in the arts and humanities beyond the traditional reporting of grades.

Draft

Academic Performance Standard 3 – Assessment
Primary and Intermediate Levels
2007-2008 Pilot Project

Standard 3: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation* ***Meets the criteria for a rating of "3" on this indicator plus:***	**3** *Fully functional and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1 Assessment **3.1c** **Classroom assessments of student learning are frequent, rigorous and aligned with all four sub-domains (Structures, Humanity, Purposes, Processes) of Kentucky's Core Content for Arts and Humanities Assessment.** **Examples of Supporting Evidence:** • Local standards-based curriculum documents/units of study/lesson plans • Student work and arts products • Staff member, student and parent/family member interviews • School council policies • Walkthrough observations • *Core Content for Arts and Humanities Assessment* • Samples of classroom assessments	All school level assessments are aligned with *Kentucky's Core Content for Arts and Humanities Assessment* and all four sub-domains are assessed at the school level, with assessments that are interdisciplinary and multi-modal.	All school level assessments are aligned with *Kentucky's Core Content for Arts and Humanities Assessment* and all four sub-domains are assessed at the school level.	School level assessments are aligned to *Kentucky's Core Content for Arts and Humanities Assessment*, but not all of the sub-domains in the Core Content are being assessed at the school level.	School level assessment is not aligned with *Kentucky's Core Content for Arts and Humanities Assessment*, including all four sub-domains for elementary level assessment.
	School leaders and other staff members develop and implement a systematic, school-wide classroom assessment program for arts and humanities to ensure continuous student progress.	The school council adopts a classroom assessment policy in arts and school leadership implements procedures to ensure that assessments are frequent and consistently used to ensure continuous student progress.	School council policy for arts classroom assessment does not require frequent and continuous assessment of student progress, or is not implemented or monitored by school leadership.	School council policy does not address classroom assessment in arts and humanities.
	Teacher-designed arts and humanities assessment tasks are standards-based, rigorous, authentic, requiring students to use inquiry, problem-solving skills, higher levels of depth of knowledge and critical thinking skills at a proficient level, and integrated across content areas.	**Teacher-designed arts and humanities assessment tasks are standards-based, rigorous and authentic requiring students to use inquiry, problem-solving skills, higher levels of depth of knowledge and critical thinking skills at a proficient level.**	**Teacher-designed arts and humanities assessments are occasionally rigorous and authentic. The assessments occasionally elicit proficient student work or allow students to demonstrate higher levels of depth of knowledge.**	**Teacher-designed arts and humanities assessment are neither rigorous nor authentic and do not address multiple levels of depth of knowledge.**

Draft

DRAFT

Academic Performance Standard 3 – Assessment
Primary and Intermediate Levels
2007-2008 Pilot Project

Standard 3: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation* ***Meets the criteria for a rating of "3" on this indicator plus:***	3 *Fully functional and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
3.1d **Teachers collaborate in the design of authentic assessment tasks aligned with Arts and Humanities Core Content for Assessment.** **Examples of Supporting Evidence:** • Staff member interviews • *Core Content for Arts and Humanities Assessment* • Sample assessments • Lesson plans • Professional resource materials • Kentucky Performance Reports • District Performance Assessments • Documentation of arts performances and exhibits	**Opportunities are provided for students to get feedback beyond the classroom through performance events and juried exhibits sponsored by professional teacher organizations. Students are provided the opportunity to evaluate their own work and the work of other students using formalized critique processes adopted by professional organizations.**	**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 to the arts in a formal manner.**	**Some assessment tasks allow students to demonstrate understanding through creating, performing and some formal responding to the arts, but the reliance on pencil and paper assessments takes priority over more authentic assessment.**	**Assessment tasks are limited to pencil and paper tests and do not measure depth of knowledge beyond recall and reproduction of information. Tasks do not incorporate the three arts processes of creating, performing, and responding to the arts in a formal manner.**
	All teachers within and across content areas collaborate to design appropriate authentic assessment tasks that are aligned with *Kentucky's Core Content for Arts and Humanities Assessment* and informed by current research. School leaders participate in the collaborative design of assessment tasks. School leadership monitors the process and appropriate feedback is provided to teachers.	Arts teachers intentionally and regularly collaborate to design appropriate authentic assessment tasks (e.g., exhibits, performances and performance events, demonstrations, arts critique) that are aligned with *Kentucky's Core Content for Arts and Humanities Assessment.* School leadership monitors the process and appropriate feedback is provided to teachers.	Arts teachers occasionally collaborate to design authentic assessment tasks, but the assessment tasks are not always aligned with *Kentucky's Core Content for Arts and Humanities Assessment.* School leadership reviews the process, but little or no feedback is provided to teachers.	Arts teachers rarely collaborate to design authentic arts and humanities assessment tasks and the assessment are not aligned with *Kentucky's Core Content for Arts and Humanities Assessment.* School leaders are not involved in the process.

Draft

DRAFT

Academic Performance Standard 3 – Assessment
Primary and Intermediate Levels
2007-2008 Pilot Project

Standard 3: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

	Students and teachers collaborate to design a variety of assessment tasks that require students to provide valid and appropriate demonstrations of what the students should know and be able to do in the arts and humanities as described in the *Program of Studies* and *Core Content for assessment.*	All assessment tasks require valid and appropriate demonstrations of what students should know and be able to do in the arts and humanities as described in the *Program of Studies* and *Core Content for Assessment.* Students are provided choice from a range of forms for assessment.	Some assessment tasks require valid and appropriate demonstrations of what students should know and be able to do in the arts and humanities as describe in the *Program of Studies* and *Core Content for Assessment.* Students are occasionally provided choice in forms of assessment.	Assessment tasks do not require valid and appropriate demonstrations of what students should know and be able to do in the arts and humanities as described in the *Program of Studies* and *Core Content for Assessment.*

Draft

DRAFT

Academic Performance Standard 3 – Assessment
Primary and Intermediate Levels
2007-2008 Pilot Project

Standard 3: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation* ***Meets the criteria for a rating of "3" on this indicator plus:***	**3** *Fully functional and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1e **Students can articulate the academic expectations for arts and humanities and know what is required to be proficient.** **Examples of Supporting Evidence:** • Student, staff member and family interviews • Rubrics • Student work with rubrics and identified performance expectations identified in common skill areas • Student journals/logs • Classroom displays • Walkthrough observations • Student performance level descriptions • Perception survey results • Student questionnaire data • Journaling	Teachers collaborate with students and other teachers to develop clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in arts and humanities.	Arts teachers collaborate to develop and use clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in arts and humanities.	Some arts teachers collaborate occasionally to develop clearly defined rubrics to assess what students know and are able to do to be proficient in arts and humanities.	Arts teachers do not collaborate on the development of clearly defined rubrics that provide clear content and performance expectations for arts and humanities for students.
	Students can articulate what they should know and be able to do to be proficient in arts and humanities using their own grade level appropriate terms in responding to a variety of artworks, and they can articulate connections within the arts and among other academic disciplines.	All students can articulate what they should know and be able to do to be proficient in arts and humanities using their own grade level appropriate terms in responding to a variety of artworks.	Some students can articulate what they should know and be able to do to be proficient in arts and humanities using their own grade level appropriate terms.	Students cannot articulate what they should know and be able to do to be proficient in arts and humanities.
	Students reflect upon their own work, products and performances, and make recommendations for improvement.	Students regularly reflect upon their own work, products performances and share their evaluations with teachers and peers using grade level appropriate terms.	Students occasionally reflect upon their own work, products, and performances.	Students never reflect upon their own work or the work of their peers.

Draft

DRAFT

Academic Performance Standard 3 – Assessment
Primary and Intermediate Levels
2007-2008 Pilot Project

Standard 3: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation* ***Meets the criteria for a rating of "3" on this indicator plus:***	**3** *Fully functional and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1f **Multiple assessment results are used to identify arts curriculum areas that need to be further addressed.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Student performance level descriptions • Classroom evaluation data • Protocols for analyzing student work • Committee meeting minutes • Kentucky Performance Report disaggregated data and analysis	The practice and policy of the school ensures a clear process for the ongoing analysis of assessment data from multiple sources to identify curricular issues and gaps.	The school council, school staff members and other stakeholders conduct ongoing analysis of the results of multiple assessments (e.g., KCCT for arts and humanities, classroom, performance events), disaggregating the data to determine gaps in curriculum and instructional implications.	School staff members analyze the results of a single assessment (e.g., KCCT for arts and humanities) or a single disaggregating of data to identify curricular gaps or have only partially identified instructional implications.	School staff members do not conduct a curricular gap analysis.
	The school council, school staff members and other stakeholders monitor the implementation of curricular, instructional and assessment modification and provide assistance and support to ensure that the implementation effort is sustained.	The school council, school staff members and other stakeholders use the results of arts and humanities data analysis to modify curricular, instructional and assessment practices as needed for all students and sub-groups.	School staff members use the results of arts and humanities data analysis for communications purposes, but not to modify curricular, instructional and assessment practices.	School staff members do not use the results of arts and humanities data analysis.

Draft

DRAFT

Academic Performance Standard 4 – Organizational Effectiveness
Primary and Intermediate Levels
2007-2008 Pilot Project

Standard 4: School instructional decisions are student centered and decisions about the organization of the school focus on maximizing available resources to provide the highest quality arts and humanities education for all students.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation* ***Meets the criteria for a rating of "3" on this indicator plus:***	**3** *Fully functional and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1 Organizational Effectiveness **4.1a** **Leadership has developed and sustained a shared vision on a quality arts and humanities education.** **Examples of Supporting Evidence:** • Displays of vision, mission, and belief statements • School council meeting agenda and minutes • Comprehensive school improvement plan • Meeting announcements, agenda and minutes • Teacher/student/parent handbooks • Staff member, student, parent/family and community interviews or surveys • Brochures/pamphlets • Web sites • Press releases/articles	The vision of the school is developed in conjunction with the vision of the district and other schools of the district.	School leadership involves representatives of the school community's stakeholder role groups in a collaborative process to develop the school's vision and the mission and belief statements that support attainment of minimum standards in the arts and humanities *Program of Studies* by all students.	School leadership receives input from school staff members to develop the schools vision and/or mission and belief statements that support student attainment of minimum standards in the arts and humanities *Program of Studies*.	School leadership does not have a vision or belief statements about a quality arts and humanities education.
	Representatives of all stakeholder groups establish a communication team to share the mission and belief statements throughout the school community. School leadership establishes a systematic process to ensure that all decisions about the arts and humanities instructional program are regularly reviewed to ensure alignment with mission and belief statements.	School leadership communicates the mission and belief statements to all stakeholders and the community and uses them to guide decision-making about the arts and humanities instructional program.	School leadership communicates the mission and belief statements to school staff but does not always use them to guide decision-making about the arts and humanities instructional program.	School leadership does not reinforce or use mission and belief statements to guide decision-making about the arts and humanities instructional program.
	School leadership establishes a feedback loop to ensure that the mission and belief statements are revised as necessary and that strategies are appropriately modified to maintain momentum toward accomplishment of the mission for arts and humanities education.	School leadership provides updates to all stakeholders on the progress toward accomplishing the mission for arts and humanities education.	School leadership provides updates to school staff members on the progress toward accomplishing the mission and belief statements about arts and humanities education.	School leadership does not provide updates on the progress toward accomplishing the mission and belief statements about arts and humanities education.

DRAFT

DRAFT

Academic Performance Standard 4 – Organizational Effectiveness
Primary and Intermediate Levels
2007-2008 Pilot Project

Standard 4: School instructional decisions are student centered and decisions about the organization of the school focus on maximizing available resources to provide the highest quality arts and humanities education for all students.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation* ***Meets the criteria for a rating of "3" on this indicator plus:***	3 *Fully functional and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
4.1b **The instructional and non-instructional staff are allocated and organized based on the instructional needs of all students.** **Examples of Supporting Evidence:** • School council staffing policy • L. E. A. D. Data Forms • Perception survey results • Master schedule • Staff member, school council member and student interviews or surveys • Teacher certification documentation • Building map/classroom assignments • Instructional assistant schedule • Lesson plans/units of study • Committee meeting agenda/minutes • Kentucky Performance Report	The school council revises their policy on staffing as necessary based upon analysis of student performance data in the arts, and emerging student instructional needs.	The school council adopts policy and school leadership implements procedures to insure that arts specialists are assigned in their area of expertise to address specific instructional needs that are based on analysis of student performance data.	The school council adopts a policy to ensure that arts staff assignments are made to address specific instructional needs that are based on the analysis of student performance data, but the school leadership does not always implement procedures congruent with the policy.	The school council does not have a policy on assigning staff to deliver dance, drama, music, and visual arts instruction, or the policy does not require staff assignment to focus on instructional needs.
	School leadership actively recruits highly qualified teachers who are certified to teach dance, drama, music or visual arts.	All teachers are certified and highly qualified to teach dance, drama, music or visual arts and are assigned in their area of certification.	Teachers are certified to teach dance, drama, music, visual arts, but some are not highly qualified or assigned to teach out of their area of specialization.	Teachers assigned to teach dance, drama, music, visual arts are not certified in the art form and/or not highly qualified to teach in their assigned areas or grade levels.

Draft

DRAFT

Academic Performance Standard 4 – Organizational Effectiveness
Primary and Intermediate Levels
2007-2008 Pilot Project

Standard 4: School instructional decisions are student centered and decisions about the organization of the school focus on maximizing available resources to provide the highest quality arts and humanities education for all students.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation* ***Meets the criteria for a rating of "3" on this indicator plus:***	3 *Fully functional and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
4.1c **There is evidence that the school leadership and staff make efficient use of instructional time to maximize student learning in the arts.** **Examples of Supporting Evidence:** • School council policies and meeting agenda/minutes • Committee meeting agenda/minutes • Master schedule • Teacher schedules • Staff member student interviews or surveys • Walkthrough observations • Schedule of special events • Field trip records • Lesson plans/units of study • Curriculum maps • Professional library/resources	The school council had adopted policy and the leadership has implement procedures to provide adequate time (e.g., national guidelines from MENC, NAEA, etc.) for students to be actively involved in creating, performing, and responding to the arts and protects that instructional time, and provides additional learning opportunities in the arts (e.g., field trips, artist residencies, in-school performances, public performances, etc.)	The school council had adopted policy and the leadership has implement procedures to provide adequate time (e.g., national guidelines from MENC, NAEA, etc.) for students to be actively involved in creating, performing, and responding to the arts and protects that instructional time.	The school council has adopted policy on instructional time for dance, drama, music, and visual arts, but the policy has not been fully implemented, or the time allotment for arts instruction is not protected or adequate for students to be active in creating, performing, and responding to the arts.	The school council has not adopted policies regarding instructional time for dance, drama, music, and visual arts.
	A subcommittee of the school council conducts ongoing research into effective instructional time practices in the arts and makes recommendations to the council for adjustments to the school's schedule to maximize student learning.	**The staff adjusts the schedule (e.g., varying class length, allowing additional time for arts product development or performance preparation, arts field trips) as appropriate, based on instructional needs in the arts.**	**Staff members occasionally adjust the schedule to address instructional needs in the arts.**	**Staff members do not adjust the schedule to address special instructional needs in the arts.**
	Teachers collaborate on arts programs that occur during instructional time to ensure that the programs support instruction in multiple content areas.	Arts programs that occur during instructional time (e.g., assembly programs, field trips) reinforce specific learning goals, extend classroom instruction and occur at appropriate points in the curriculum.	Arts programs that occur during instructional time usually relate to general learning goals.	Arts programs that occur during instructional time do not relate to the learning goals for students.

Draft

DRAFT

Standard 4: School instructional decisions are student centered and decisions about the organization of the school focus on maximizing available resources to provide the highest quality arts and humanities education for all students.

	All arts teachers have adequate daily planning and travel time when needed and time is provided for cross-curricular planning.	All arts teachers are assigned equitably and have planning time equitable to other teachers in the building. Itinerant teachers are provided adequate time to travel between schools.	Most arts teachers are assigned equitably and have planning time equitable to other teachers in the building. Some consideration is given to itinerant teacher travel time.	Staffing assignments do not reflect an equitable distribution of teacher time.

Draft

Academic Performance Standard 4 – Organizational Effectiveness
Primary and Intermediate Levels
2007-2008 Pilot Project

Standard 4: School instructional decisions are student centered and decisions about the organization of the school focus on maximizing available resources to provide the highest quality arts and humanities education for all students.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation* ***Meets the criteria for a rating of "3" on this indicator plus:***	3 *Fully functional and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
4.1d **There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance the in arts.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • School council policies and procedures • School council/committee meeting agenda/minutes • Master schedule • School budgets (5 year history) • Staff member, school council member and community member interviews or surveys • Lesson plans/units of study • Curriculum documents • Schedules of events • Equipment inventory	School leadership collaborates with community stakeholders to obtain additional support to provide extraordinary opportunities to enhance the learning environment for the arts instructional program. (e.g., opportunities to learn guidelines, MENC standards, NAEA standards, etc.)	The arts instructional program is conducted in quality facilities to support a safe and effective learning environment for dance, drama, music, and visual arts. (e.g., opportunities to learn guidelines, MENC standards, NAEA standards, etc.)	Some of the arts instructional program is not conducted in facilities that are adequate to teach dance, drama, music, or visual arts. (e.g., opportunities to learn guidelines, MENC standards, NAEA standards, etc.)	The arts instructional program is not conducted in facilities that are adequate to teach dance, drama, music, or visual arts. (e.g., opportunities to learn guidelines, MENC standards, NAEA standards, etc.)
	The school council has expanded the budget process to establish budget projections for anticipated needs for the arts instructional program.	Representatives of multiple stakeholder groups and staff members collaborate to advise the school council about identified needs of the arts instructional program and the development of a budget that allocates fiscal resources accordingly.	The school council adopts a budget, but the allocation of fiscal resources may not support the identified needs of the arts instructional program.	The school does not adopt a budget or the allocation of fiscal resources does not support the identified needs of the arts instructional program.
	The school systematically establishes partnerships with external entities (e.g., local or national) focused on a specific identified need in the arts and humanities instructional program.	The school has augmented its resources by taking advantage of external opportunities (e.g., local artists to teach students specialized skills, community or university resources, surplus materials from local businesses/industries, arts outreach programs and residencies).	The school occasionally takes advantage of external resources that benefits arts instruction.	The school does not take advantage of external resources that benefits arts instruction.

Draft

DRAFT

Standard 4: School instructional decisions are student centered and decisions about the organization of the school focus on maximizing available resources to provide the highest quality arts and humanities education for all students.

	School leadership collaborates with community stakeholders to obtain additional support to provide extraordinary materials and equipment to enhance the learning environment for the arts and humanities instructional program. (e.g., opportunities to learn guidelines, MENC standards, NAEA standards, etc.)	The arts instructional program has materials and equipment that are adequate to teach dance, drama, music, or visual arts. (e.g., opportunities to learn guidelines, MENC standards, NAEA standards, etc.)	The arts instructional program has some materials and equipment but not all that are adequate to teach dance, drama, music, or visual arts. (e.g., opportunities to learn guidelines, MENC standards, NAEA standards, etc.)	The arts instructional program does not have materials and equipment that are adequate to teach dance, drama, music, or visual arts. (e.g., opportunities to learn guidelines, MENC standards, NAEA standards, etc.)

Draft

Academic Performance Standard 4 – Organizational Effectiveness
Primary and Intermediate Levels
2007-2008 Pilot Project

Standard 4: School instructional decisions are student centered and decisions about the organization of the school focus on maximizing available resources to provide the highest quality arts and humanities education for all students.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation* ***Meets the criteria for a rating of "3" on this indicator plus:***	3 *Fully functional and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
4.1e **Leadership and staff promote planning vertically and horizontally across content areas and grade configurations that is focused on effective instruction and use of time (e.g., effective use of planning time, focus on learning time not seat time, integrating the arts across the curriculum)** **Examples of Supporting Evidence:** • Master schedule • Staff member interviews • Comprehensive school improvement plan • Lesson plans/units of study • School/district shared online folders/Web pages • Professional library/resources • Meeting agenda /minutes/observations	Arts staff members have common team planning time to collaborate by content area and grade level to focus on the goals of making the most effective use of instructional time and arts integration across the curriculum.	Arts staff members use common team planning time to collaborate by content area and/or grade level to focus on the goals of making the most effective use of instructional time and arts integration across the curriculum.	Arts staff members have common team planning time to collaborate, but their efforts are not focused on the goals of making the most effective use of instructional time and arts integration across the curriculum.	Arts staff members do have use common planning time to collaborate.
	Staff members collaborate with staff members at other schools across the district to electronically share lesson plans and curriculum maps in order to more effectively address vertical transitions.	Staff members post lesson plans and curriculum maps in a shared online environment or other convenient venue to promote horizontal and vertical planning.	Some staff members share lesson plans to promote horizontal and vertical planning.	Staff members do not share lesson plans to promote horizontal and vertical planning.
	School administration and staff collaborate to locate external support so that abundant resources are used to support teacher collaboration and team planning to meet the individual learning needs of students.	Resources (time, space, people, money, materials) are used to support teacher collaboration and team planning to meet the individual learning needs of students.	Resources are not always used to support teacher collaboration and team planning to meet student learning needs.	Resources are not used to support teacher collaboration and team planning.

Draft

DRAFT

Academic Performance Standard 4 – Organizational Effectiveness
Primary and Intermediate Levels
2007-2008 Pilot Project

Standard 4: School instructional decisions are student centered and decisions about the organization of the school focus on maximizing available resources to provide the highest quality arts and humanities education for all students.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation* ***Meets the criteria for a rating of "3" on this indicator plus:***	3 *Fully functional and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
4.1f **Leadership ensures that all instructional staff have access to the curriculum related materials and training necessary to use curricular and data resources relating best practices and to the arts learning goals for Kentucky public schools.** **Examples of Supporting Evidence:** • Documentation of professional development days/release time • Staff member interviews • Lesson plans/units of study • Comprehensive school improvement plan • Professional curriculum resources • Curriculum map • School budget • KPR • Other data sources • KET resources • Teaching Tools (KDE website)	School leadership ensures that Kentucky's arts and humanities curriculum documents, other curricular resources are readily available to and used by school staff in an online environment. (e.g., Teaching Tools)	School leadership ensures that all staff members have access to and are trained in the use of Kentucky's arts and humanities curriculum documents, other curriculum-related materials (e.g., Arts Toolkits, textbooks) and data resources (e.g., KPR).	Leadership provides all staff members with access to Kentucky's arts and humanities curriculum documents, but provides limited training on ways to use them in their own instruction.	School leadership does not provide all staff members with access to Kentucky's art and humanities curriculum documents.
	School leadership provides opportunities for staff members to participate in external arts curriculum experiences (e.g., conferences, workshops).	School leadership shares and discusses arts curriculum and best practices information from internal and external professional sources (e.g., district office, Kentucky Department of Education, national sources) with staff members.	School leadership occasionally shares arts curriculum and best practices information from internal and/or external professional sources with staff members.	School leadership does not share arts and curriculum and best practices information with staff members.
	School leadership provides research-informed resources and incentives to the arts and humanities leadership team to enable them to initiate and sustain capacity building efforts centered around standards-based curriculum and instruction in support of Kentucky's learning goals.	School leadership establishes and supports an arts and humanities leadership team within the school in order to build internal training capacity on Kentucky's standard-based curriculum documents.	School leadership assigns staff members to an arts and humanities leadership team, but does not provide the support necessary to build capacity.	School leadership neither assigns or establishes and arts and humanities leadership team.
	Arts staff look for opportunities to meet with arts teachers from other schools within the district or nearby schools from neighboring districts to share curriculum, instructional techniques, and best practices information.	Arts staff participates fully in arts related professional development. Leadership encourages and fully supports participation in professional organizations and conferences provided by those organizations.	Arts staff participates in a minimal amount of arts related professional development. Leadership encourages participation but does not support participation with time and funding for attending conferences of arts professional organizations.	Arts staff does not participate in arts related professional development and leadership does not encourage or support participation.

Draft

DRAFT

Standard 4: School instructional decisions are student centered and decisions about the organization of the school focus on maximizing available resources to provide the highest quality arts and humanities education for all students.

	Regular classroom teachers are involved in arts related professional development with a goal to enable them to integrate the arts into the regular classroom.	Regular classroom teachers are involved in arts related professional development with a goal to inform them to fully understand arts content and arts processes that students are expected to learn.	Regular classroom teachers are encouraged to participate in arts related professional development, but there is no planned program to insure that non-arts staff is participating or that there are specific goals for this professional development.	Regular classroom teachers do not participate in arts related professional development.

Draft

SB 1 Program Review Guidance (Sec. 2, sub 7):

Below you will find a summary of the guidance provided in SB 1 in relation to program reviews.

KDE shall:

- provide guidelines for integration within the curriculum (A&H, PLVS, WR)
- establish criteria and procedures for review and audit (WR)
- distribute criteria and procedures for reviews and audits to all schools and teacher prep programs
- ensure that all schools and districts understand how the results of the program reviews and audits are included in accountability
- provide assistance to schools to improve the quality of the programs involved in program reviews
- KDE shall report to Interim Joint Committee quarterly on progress in ... and maintaining and strengthening the assessment of schools' program reviews (Section 5)
- KDE shall develop and implement interim program assessments of writing, PLVS, and AH in all schools during the transition period (Section 18)
- KDE shall finalize the process for program assessment for implementation during the 2011-2012 school year
- review every school's program within a 2 year period
- determine frequency of audits as established by KBE

KBE shall:

- establish criteria and procedures (A&H, PLVS)
- determine how results from program review data shall be used and reported
- include program review assessment in district accountability beginning in 2011-2012

Local district:

- annual program review (A&H, PLVS, WR)

SBDM:

- analyze findings and determine how to address recommendations for improvement annually
- adopt policies that determine local writing program, submit to KDE for review and comments; program shall incorporate a variety of language resources, technological tools, and multiple opportunities for students to develop complex communication skills for a variety of purposes; school's policy shall address the use of the portfolio for determining student performance in communication, grading procedures and feedback regarding writing and communication, responsibility for review of the portfolios and feedback to students, other policies to improve the quality of individual student skills in writing and communication
- portfolios (samples of individual student work that represent the interests and growth of the student writer over time) required criteria in writing program review and audit
- results of program reviews included in accountability for 2011-2012