

**2006 – 2007 Visual and Performing Arts and Physical Education Funding**  
**Five Strategic Recommendations**  
**For Maximizing Opportunity**

Recommendations	Rationale
<b>Priority # 1</b> <b>Standards-based Professional Development for Teachers</b>	
Professional development for <i>elementary</i> school classroom teachers to empower the delivery of sequential standards-based instruction <ul style="list-style-type: none"> <li>➤ Content knowledge</li> <li>➤ Specialized skills and resources</li> <li>➤ Assessment of student learning</li> </ul> Professional development for <i>single subject</i> Music, Dance, Theatre, Visual Arts, and Physical Education teachers <ul style="list-style-type: none"> <li>➤ Standards-based instructional design</li> <li>➤ Content knowledge</li> <li>➤ Assessment of student learning</li> </ul>	Effective professional development provides teachers with the knowledge, skills, and supported practice they need to provide sequential standards-based instruction in physical education and the visual and performing arts.  Professional development provides teachers with the essentials for facilitating student learning: <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Embedded assessment</li> <li>• Curriculum development</li> <li>• Effective instruction</li> <li>• Focused collaboration with other teachers</li> <li>• Effective use of resources</li> </ul>
<b>Priority # 2</b> <b>Leadership-based Professional Development for School Site Administrators and District Level Personnel</b>	
Professional development specifically designed and delivered to meet the needs of <i>school site administrators</i> in their role as instructional leaders for standards-based instruction, and <i>county and district administrators</i> who have responsibility for visual and performing arts and physical education.	Effective professional development provides instructional leaders with the knowledge, skills, and supported practice they need to provide leadership for standards-based instruction in physical education and the visual and performing arts.  Professional development provides school leaders with the essentials for facilitating student learning: <ul style="list-style-type: none"> <li>• Keys for providing instructional leadership for physical education and visual and performing arts</li> <li>• How students learn the content in physical education and visual and performing arts</li> <li>• Support and evaluate instruction in visual and performing arts and physical education programs</li> <li>• Current research in physical education and visual and performing arts</li> </ul>
<b>Priority # 3</b> <b>Standards-based Curriculum Development</b>	
Sequential, standards-based curriculum should be developed in each of the following content areas:  <b>Physical Education</b> <b>Music</b> <b>Dance</b> <b>Theatre</b> <b>Visual arts</b>	Credentialed teachers and school administrators should engage in the development of sequential, standards-based curriculum. The curriculum should be designed for effective use by both specialist and generalist teachers. <ul style="list-style-type: none"> <li>• The developed curriculum should be provided for all teachers.</li> <li>• Implementation plans should include professional development for teachers and administrators.</li> <li>• Curriculum revision should be carried out as an on-going process that is related to student achievement in each of the content areas.</li> <li>• Teachers who provide instruction in physical education and visual and performing arts should be provided with copies of the standards, framework and the district curriculum.</li> </ul> <p><b><i>The curriculum provides key elements for the teacher to use in facilitating student learning.</i></b> It does not serve as evidence that the district has addressed the content area.</p>
<b>Priority # 4</b> <b>Assessment of Student Learning and The Evaluation of Instructional Programs</b>	
Assessment data should be collected on student progress in meeting the standards in each of the content areas.  The assessment of student learning should be embedded in the instructional process and include evidence of students work.  Instructional programs should be evaluated and linked to student learning in each of the content areas.	The assessment of student learning and the evaluation of instructional programs to influence student learning of the content of the disciplines should have a high priority in instructional processes. <ul style="list-style-type: none"> <li>• A plan for assessment of visual and performing arts and physical education programs should be developed and linked to student learning in the content areas.</li> <li>• Students should be assessed on their progress toward standards in each of the content areas.</li> <li>• Assessment tools should reflect the learning and the evidence of student achievement of the content standards.</li> <li>• Student data from assessments should be evaluated to inform students, parents, community, instruction and the curriculum.</li> </ul>
<b>Priority # 5</b> <b>Instructional Resources to Support Standards-based Visual and Performing Arts Education and Physical Education</b>	
Instructional resources to support the standards-based curriculum should be purchased. These resources should be utilized in the instructional programs that take place during the school day.	Instructional resources are essential supports for the standards-based curriculum. Resources should be designated for use only in the instructional programs outlined in EC 51210 and 51222 and should be evaluated on effectiveness in enhancing student learning.