

# Program Quality Indicators

School district: \_\_\_\_\_ Year of program review: \_\_\_\_\_

Focus areas	Dance	Music	Theatre	Visual arts
<b>1. Standards-based curriculum</b>				
<b>Framework</b>				
1. Through creating and performing, students learn and apply the vocabulary and symbol systems of the arts disciplines and are provided opportunities and experiences to explore and to learn about the arts from diverse styles, periods, and cultures.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>Standards process</b>				
2. The sequential curriculum is based on school district content standards in the visual and performing arts, including artistic perception; creative expression; history and cultural context; aesthetic valuing; and connections, relationships, and applications.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>Sequential curriculum</b>				
3. The visual and performing arts program and standards-based curriculum are articulated through communication among educators of students in kindergarten through grade twelve.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>Integration</b>				
4. While maintaining its own integrity, the curriculum for each arts discipline emphasizes relationships among the arts and with other subjects.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>2. Instruction and methodology</b>				
<b>Students' progress and outcomes</b>				
5. Instruction is focused on helping students in moving toward achieving standards in the arts.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>Equal access and inclusion</b>				
6. All arts disciplines are offered during the school day and are available to all students.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
7. Programs and opportunities are available to students who have special needs, including students who are gifted and talented in the arts.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>Variety of methodology</b>				
8. Teaching strategies foster learning that is discovery-oriented and analytical.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
9. The curriculum provides students with opportunities to learn about and to use current technology, such as computers and digital media, in their study of the arts.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
10. Instructional methodologies provide individual, small-group, and large-group opportunities to study the arts.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0

*Program Quality Indicators–Continued*

Focus areas	Dance	Music	Theatre	Visual arts
<b>Quality instruction</b>				
11. Each arts discipline is delivered as a discrete sequential subject, with its own body of knowledge, skills, and ways of thinking.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
12. Students have opportunities to apply what they learn in the arts to learning in other disciplines.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>Support resources</b>				
13. The student-to-teacher ratio in each of the arts is appropriate for the delivery of effective instruction.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
14. Teachers' aides are provided for students who have disabilities while the students are working in the visual and performing arts.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>3. Student assessment</b>				
<b>Approaches</b>				
15. Assessment shows evidence of the students' ability to identify, create, describe, compare, analyze, interpret, and evaluate their own work and the work of others in relation to arts standards.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
16. Assessment in the arts is standards-based and reflects the essential skills and knowledge that are specific to each art form as stated in each of the arts content standards.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>Formal assessment</b>				
17. The policy regarding assessment of students' work ensures that students have opportunities to demonstrate individual progress and achievement.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
18. Students are held accountable for their achievement in the arts through a standardized reporting system that relates to the reporting system used in other curriculum areas.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>Information to improve teaching and learning</b>				
19. Assessment of students relies on multiple methods of measuring cognitive, psychomotor, and affective skills.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
20. The school personnel uses data from student assessments to guide decisions about the curriculum and its delivery.				
<b>Performance and portfolio</b>				
21. An assessment considers a student's completion of a performance-based task, samples of the student's work in the arts, and examples of the student's participation in performances or exhibits.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
22. Assessment in each of the arts disciplines consists of a student's self-assessment as well as assessment by teachers and peers.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
23. Students maintain a portfolio of products (e.g., creative work, journal entries, audiotapes, exhibits, videotapes, and scripts that chronicle their individual development in the arts).	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0

*Program Quality Indicators–Continued*

Focus areas	Dance	Music	Theatre	Visual arts
<p><b>Embedded strategies</b></p> <p>24. Embedded in the instructional process are strategies with which students can assess their own progress and the progress of the larger group.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<p><b>4. Professional development</b></p>				
<p><b>Long-range plan</b></p>				
<p>25. A long-range professional development plan is designed by teachers, administrators, and professional development providers, such as The California Arts Project.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<p><b>Knowledge base</b></p>				
<p>26. Teachers at all grade levels, community artists, teachers’ aides, paraprofessionals, parents, and other persons who provide instruction in the arts receive professional development that is focused on strategies for delivering a standards-based arts education program.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<p><b>Professional development resources</b></p>				
<p>27. The professional development plan uses a variety of local and state resources that, among other things, provide funds so that teachers can attend statewide conferences sponsored by professional arts teachers associations.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<p>28. Visual and performing arts instructors who work with special learners receive adequate training in special education and have access to trained professionals in the field.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<p><b>Collaborations</b></p>				
<p>29. Professional development programs help teachers in forming effective collaborations with community artists and arts organizations to develop and to deliver the arts curriculum.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<p><b>5. Program administration and personnel</b></p>				
<p><b>Policy</b></p>				
<p>30. A policy that has been adopted by the school board supports arts education for all students.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<p>31. The arts are an integral part of each school’s site plans.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<p><b>Staff</b></p>				
<p>32. All persons who provide instruction in the arts have extensive knowledge and training that qualifies them (in alignment with state guidelines) to teach the arts disciplines that have been assigned to them.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<p>33. Every visual and performing arts instructor has adequate and equitable time to prepare lessons and materials each day.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0

*Program Quality Indicators–Continued*

Focus areas	Dance	Music	Theatre	Visual arts
<p><b>Leadership</b></p> <p>34. The district or school has a qualified coordinator for each of the arts disciplines who provides leadership, vision, planning, and resources.</p> <p>35. Information about the curriculum documents for each of the arts disciplines is provided to teachers, administrators, and other school personnel, such as guidance counselors and media center personnel.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<p><b>6. Partnerships and collaborations</b></p> <p><b>Outside agencies</b></p> <p>36. The visual and performing arts program provides students with opportunities to attend exemplary exhibits and live performances in the community.</p> <p>37. Guest artists and performances are a part of the basic arts program at the schools.</p> <p><b>Partnerships</b></p> <p>38. The visual and performing arts program and curriculum are enhanced through collegial relationships with artists and artistic resources within the community.</p> <p><b>School organizations</b></p> <p>39. The school encourages parental involvement in support groups and other arts-related activities to enrich students' education in the visual and performing arts.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<p><b>7. Funding</b></p> <p><b>Budget</b></p> <p>40. Visual and performing arts instructors participate in the budget process that funds arts facilities, equipment, materials, staffing, programs, and other arts-related resources.</p> <p><b>Stability</b></p> <p>41. The funding for the arts program at each school is ongoing and stable. Periodically, the needs of the program are reassessed.</p> <p><b>Partnerships</b></p> <p>42. Community resources, including businesses, partner with schools to provide funds and resources for arts programs.</p> <p><b>Oversight</b></p> <p>43. Decisions regarding the funding of arts programs are made collaboratively at the district level and the school-site level.</p>	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0

*Program Quality Indicators–Continued*

Focus areas	Dance	Music	Theatre	Visual arts
<b>8. Resources and facilities</b>				
<b>Facilities, storage, and safety</b>				
44. The visual and performing arts are taught in rooms that are appropriately designed and equipped for the unique requirements of each arts discipline.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
45. The unique safety requirements of each arts form are taken into consideration and monitored according to local and state codes.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>Equipment and materials</b>				
46. A budget is provided for the purchase of arts textbooks, instructional resources, materials, and supplies for students to use. The budget also provides for the purchase and maintenance of arts-related equipment.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
47. Every school has a library or a student resource center that provides students with a variety of visual and performing arts books and other print materials, audio and video materials, and computer software.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>Outside resources</b>				
48. Resources outside of the school district are periodically researched and consistently used to support the arts education program.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
<b>9. Program evaluation</b>				
<b>Evaluation tools</b>				
49. The arts program is evaluated periodically to identify its strengths and areas of need.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
50. Both internal and external qualitative and quantitative data are collected and used to evaluate the arts program.	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0

## Graph of Program Quality Indicator Responses—Dance

District or school: \_\_\_\_\_  Elementary school  Middle school  High school

Contact name: \_\_\_\_\_ Phone number: \_\_\_\_\_

Rubric score	1. Standards-based curriculum	2. Instruction and methodology	3. Student assessment	4. Professional development	5. Program administration and personnel	6. Partnerships and collaborations	7. Funding	8. Resources and facilities	9. Program evaluation
4	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50	
3	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50	
2	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50	
1	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50	
0	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50	

- 4 \_\_\_\_\_ % Fully implemented, exemplary accomplishment  
 3 \_\_\_\_\_ % Implemented and operational  
 2 \_\_\_\_\_ % Introduced, evidence of progress but not fully operational  
 1 \_\_\_\_\_ % Not attempted or at the beginning level of development or implementation  
 0 \_\_\_\_\_ % Not applicable

**Directions**

For each arts discipline, transfer the rubric scores given for each program quality indicator to the graph displayed above by circling the indicator number at the appropriate rubric score level. Connect each circle with a line to obtain a graph. At the bottom left of this page, the percent of responses for each score level may be recorded.

## Graph of Program Quality Indicator Responses—Music

District or school: \_\_\_\_\_

Elementary school   
  Middle school   
  High school

Contact name: \_\_\_\_\_ Phone number: \_\_\_\_\_

Rubric score	1. Standards-based curriculum	2. Instruction and methodology	3. Student assessment	4. Professional development	5. Program administration and personnel	6. Partnerships and collaborations	7. Funding	8. Resources and facilities	9. Program evaluation
4	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50
3	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50
2	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50
1	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50
0	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50

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## Graph of Program Quality Indicator Responses—Theatre

District or school: \_\_\_\_\_

Elementary school   
  Middle school   
  High school

Contact name: \_\_\_\_\_ Phone number: \_\_\_\_\_

Rubric score	1. Standards-based curriculum	2. Instruction and methodology	3. Student assessment	4. Professional development	5. Program administration and personnel	6. Partnerships and collaborations	7. Funding	8. Resources and facilities	9. Program evaluation
4	1 2 3 4 5 6 7 8 9 10 11 12 13 14	5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50
3	1 2 3 4 5 6 7 8 9 10 11 12 13 14	5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50
2	1 2 3 4 5 6 7 8 9 10 11 12 13 14	5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50
1	1 2 3 4 5 6 7 8 9 10 11 12 13 14	5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50
0	1 2 3 4 5 6 7 8 9 10 11 12 13 14	5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50

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## Graph of Program Quality Indicator Responses—Visual Arts

District or school: \_\_\_\_\_  Elementary school  Middle school  High school

Contact name: \_\_\_\_\_ Phone number: \_\_\_\_\_

Rubric score	1. Standards-based curriculum	2. Instruction and methodology	3. Student assessment	4. Professional development	5. Program administration and personnel	6. Partnerships and collaborations	7. Funding	8. Resources and facilities	9. Program evaluation
4	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50	
3	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50	
2	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50	
1	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50	
0	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32 33 34 35	36 37 38 39	40 41 42 43	44 45 46 47 48	49 50	

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