

Directions

The continuum is designed to generate conversation, stimulate research, build consensus, enhance decision-making, and support planning. As each criterion is discussed, issues and questions will arise about the elements of an arts education program that your district values. As you work through the continuum, keep a copy of the *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* (1996) on hand for reference and help in clarifying terminology.

Make extra copies of the continuum so you can use it many times. With your district arts team members, work your way across the levels for each focus area, from Foundation to Best Practices, discussing each criterion. Put a check or a score beside each criterion.

For the purposes of assigning a score to a criterion, you may use the following scale:

- 4 = Fully implemented, exemplary accomplishment
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Teams who use the continuum find that for any focus area some criteria may be implemented in each of the three levels. For example, all the criteria at the Foundation level may not have been fully implemented, yet some criteria at the Building and Best Practices levels may be implemented and are starting to have results.

The Continuum Grid, which is available in this section of the toolkit, provides an overview of the level of program implementation. You may check each criterion on the grid under the Foundation, Building, or Best Practices columns or, as with the continuum, go to a deeper level of evaluation and assign a score that uses the 4-to-0 scale discussed above. A review of the grid indicates in which areas the school district is in the process of implementing a comprehensive, standards-based arts education program for all students.

Some school districts are structuring a foundation for program improvement. Some school districts demonstrate all aspects of the building process. Some school districts have established best practices in arts education. In moving toward providing arts education programs for all students in California public schools, models at each level of implementation are essential. Given the number and diversity of school districts in California, the need to network and to share successes is evident.

Arts Education Program Implementation Continuum

Foundation	Building	Best practices
<p>A1. Framework: A district arts committee does an analysis of the <i>Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve</i>.</p> <p>A2. Standards process: A process is underway to draft standards for adoption by the district board of education. The standards take into consideration the state arts content standards and the principles discussed in the framework.</p> <p>A3. Sequential curriculum: The arts are recognized by the district and site administrations as a part of the core curriculum. The need for a sequential, written curriculum is identified.</p> <p>A4. Integration: There is a district-wide understanding that the arts can be a vital part of an integrated curricular approach.</p>	<p>B1. Framework: Representatives from all schools in the district schools develop an in-depth understanding of arts education in all the arts as described in the framework and as defined by the community.</p> <p>B2. Standards process: The district board adopts visual and performing arts standards and begins an implementation plan.</p> <p>B3. Sequential curriculum: A plan for developing a standards-based visual and performing arts curriculum for each discipline at every grade level is developed and is underway for one or more of the arts.</p> <p>B4. Integration: The arts curriculum is under development, and the arts are considered to be discrete disciplines that should be integrated into other curricular areas as appropriate.</p>	<p>C1. Framework: The district curriculum provides for comprehensive instruction in each of the arts and includes artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections and application to other disciplines and to careers.</p> <p>C2. Standards process: An ongoing review and refinement process is in place for the adopted and implemented standards, based on an examination of student work over time.</p> <p>C3. Sequential curriculum: A sequential, standards-based curriculum in each of the arts disciplines at every grade level is being implemented as a part of the core curriculum for all students.</p> <p>C4. Integration: The curriculum is expanded in all subject areas to allow for the integration and the application of arts-related knowledge and skills in a way that is aligned with the standards.</p>

1. Standards-based curriculum

Source: The format for this continuum was developed from work produced by the Australian Student Traineeship Foundation, the Australian Quality Council, and the Kennedy Center Alliance for Arts Education Network.

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Foundation	Building	Best practices
<p>A5. Students' progress and outcomes: There is recognition that instruction in the arts must be based on students' progress toward arts standards.</p> <p>A6. Equal access and inclusion: There is recognition that all students should have the opportunity to receive instruction in comprehensive standards-based arts education.</p> <p>A7. Variety of methodology: There is an understanding of the need to use a variety of teaching methodologies to address students' diverse learning styles.</p> <p>A8. Quality instruction: Generalist teachers and arts specialists are supported in their efforts to deliver standards-based instruction in the arts.</p> <p>A9. Support resources: Local community arts resources are identified and recognized as valuable partners in instruction.</p>	<p>B5. Students' progress and outcomes: Instructional choices are focused on helping students in making progress toward achieving discipline-specific arts standards.</p> <p>B6. Equal access and inclusion: Model strategies for assisting all students in meeting arts standards are continually designed, implemented, and refined by district teachers.</p> <p>B7. Variety of methodology: A variety of instructional strategies are effectively used in two or more of the arts disciplines.</p> <p>B8. Quality instruction: Each school employs credentialed arts specialist teachers in two or more of the arts disciplines. Generalist classroom teachers are provided with opportunities to refine and to expand their content knowledge and instructional strategies in the arts.</p> <p>B9. Support resources: Arts instruction incorporates the unique resources of artists and of the whole community.</p>	<p>C5. Students' progress and outcomes: Instruction is consistently reviewed and refined based on an analysis of students' work in relation to a high level of achievement of standards.</p> <p>C6. Equal access and inclusion: Teachers design and modify their instructional practices to ensure that all students make progress toward achieving the standards.</p> <p>C7. Variety of methodology: Instruction in all four arts disciplines includes a variety of effective and innovative methodologies that address diversity in teaching and learning styles.</p> <p>C8. Quality instruction: Qualified credentialed arts teachers and classroom teachers are recruited to teach all arts disciplines and are actively supported by the administration to ensure quality instruction at all levels.</p> <p>C9. Support resources: Instruction in all four arts disciplines reflects collaboration between teachers and community arts providers, artists, business organizations, and others.</p>

2. Instruction and methodology

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Arts Education Program Implementation Continuum—Continued

Foundation	Building	Best practices
<p>A10. Approaches: Teachers and administrators recognize that arts assessment is possible and necessary and should be based on students' progress toward achieving standards. Educators review and evaluate a variety of assessment models.</p> <p>A11. Formal assessment: A district policy and plan for formally assessing students' work in the arts are being considered. The policy and plan include assigning letter grades and using standardized assessment at elementary, middle, and high school levels.</p> <p>A12. Information to improve teaching and learning: District committees review examples of students' work and performances in the arts at various grade levels to identify optimal teaching strategies.</p> <p>A13. Performance and portfolio: The creative products of students' work in the arts are seen as an integral part of the assessment process.</p> <p>A14. Embedded strategies: District arts committees understand the need for arts assessment strategies that are embedded in standards-based curricula.</p>	<p>B10. Approaches: A variety of assessment models are being piloted in one or more of the arts disciplines and at various grade levels. A forum for feedback and comparison has been established and will lead to a districtwide assessment policy and plan for all the arts.</p> <p>B11. Formal assessment: The district policy and plan support professional development for teachers in the use of assessment tools for making a formal assessment in one or more of the arts at each school level.</p> <p>B12. Information to improve teaching and learning: The district uses baseline formal and informal assessments in two or more of the arts disciplines to refine and to implement its arts curriculum and instruction.</p> <p>B13. Performance and portfolio: Teachers provide students with opportunities to demonstrate their progress toward standards through carefully designed portfolio activities and performance activities in two or more of the arts.</p> <p>B14. Embedded strategies: Embedded student assessment strategies are an instructional component of two or more arts disciplines across grade levels.</p>	<p>C10. Approaches: The district has developed and maintains a current, research-based, comprehensive, standards-based approach to assessing students' work in the arts at every grade level.</p> <p>C11. Formal assessment: Teachers at each school level use multiple measures that were developed as a part of the district's policy and plan for assessing students' work in the arts.</p> <p>C12. Information to improve teaching and learning: Teachers and administrators continually review data gathered from assessments of students' work to refocus and to revise standards-based arts curricula in all arts disciplines, kindergarten through grade twelve.</p> <p>C13. Performance and portfolio: Students at all levels in all arts disciplines maintain portfolios of their work and their performances for which consistent scoring guides have been designed.</p> <p>C14. Embedded strategies: Teachers at all grade levels in all four arts disciplines embed assessment strategies in their curricula on a regular basis.</p>

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3. Student assessment

Foundation	Building	Best practices
<p>A15. Long-range plan: A district-wide needs assessment is being administered to develop a professional development plan in arts education for classroom teachers, artists, arts specialists, and administrators.</p> <p>A16. Knowledge base: The district recognizes the need for a professional development program in arts education that provides training based on an understanding of the framework and standards and that uses a variety of strategies and activities.</p> <p>A17. Professional development resources: The district begins identifying resources for professional development in all four arts disciplines.</p> <p>A18. Collaborations: Plans for professional development opportunities extend to all persons who participate in arts instruction, such as generalist teachers, art specialist teachers, artists, and parents.</p>	<p>B15. Long-range plan: A defined, long-term professional development plan that is based on assessed needs is created for all four arts disciplines. The plan is being implemented in selected disciplines.</p> <p>B16. Knowledge base: The districtwide professional development program is based on the framework, arts standards, and standards in other subject areas. The program incorporates strategies to include all educators.</p> <p>B17. Professional development resources: The district provides funds annually for continued internal and external professional development in one or more of the arts disciplines.</p> <p>B18. Collaborations: Specialist teachers and visiting artists who teach are regarded as members of the school team and are provided with opportunities to share their expertise with the entire staff.</p>	<p>C15. Long-range plan: A districtwide, long-range, comprehensive professional development plan is well established and ongoing for all four arts disciplines. The plan is reviewed and evaluated annually, and it is integrated into other professional development activities.</p> <p>C16. Knowledge base: Professional development is provided for all kindergarten-through-grade-twelve educators, administrators, teachers, specialists, and artists to ensure the implementation of discrete and integrated instruction in all four arts disciplines.</p> <p>C17. Professional development resources: Funds and release time are provided to ensure personal and professional growth through educators' participation in conferences, workshops, and institutes in all four arts disciplines.</p> <p>C18. Collaborations: Teachers, specialist teachers, and visiting artists who teach have time to work in partnership with each other to share best instructional practices.</p>
<p>A19. Policy: The school board considers the arts to be an integral part of the curriculum.</p> <p>A20. Staff: A district plan is established for staffing a comprehensive arts education program.</p> <p>A21. Leadership: Leadership roles at the district and at the school site are defined for the implementation of a standards-based curriculum, for program development, and for evaluation.</p>	<p>B19. Policy: The school board and all members of the administration serve as advocates for arts education.</p> <p>B20. Staff: Personnel are identified and provide arts instruction in the schools in a minimum of two of the arts disciplines.</p> <p>B21. Leadership: An identified district arts coordinator or administrator clearly articulates the goals and the objectives of the arts education program and establishes a collegial relationship with administrative staff, teachers, and personnel.</p>	<p>C19. Policy: The school board has adopted and supports a clearly articulated arts education policy.</p> <p>C20. Staff: Qualified personnel in all four arts disciplines provide comprehensive, standards-based arts instruction.</p> <p>C21. Leadership: Designated administrators in the arts disciplines provide leadership, a vision of the future, and planning capabilities. They oversee implementation of the arts education program in all district schools</p>

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4. Professional development

5. Program administration and personnel

Arts Education Program Implementation Continuum—Continued

Foundation	Building	Best practices
<p>A22. Outside agencies: The district identifies as potential partners in implementing arts education programs local, regional, state, and national resources, including institutions of higher education, arts agencies, and the business community.</p> <p>A23. Partnerships: The district establishes a plan for implementing partnerships to provide arts education experiences.</p> <p>A24. School organizations: The district and organizations that support schools (e.g., PTAs, foundations, booster clubs, and site councils) are made aware of the needs and the issues of the arts education program.</p>	<p>B22. Outside agencies: Working relationships with local, regional, state, and national resources for arts education are established through the coordination of specific personnel.</p> <p>B23. Partnerships: Partnerships are established to provide a variety of resources that will support arts education programs.</p> <p>B24. School organizations: The district and organizations that support the arts in schools actively contribute to the implementation of comprehensive arts programs in all four arts disciplines.</p>	<p>C22. Outside agencies: Strong relationships with outside agencies are developed and maintained to optimally implement arts education programs.</p> <p>C23. Partnerships: Partnerships support arts education programs that are coordinated, in-depth, and comprehensive.</p> <p>C24. School organizations: A coordinated and articulated relationship exists between the district and the organizations that support schools to meet the ongoing needs of arts education programs.</p>
<p>A25. Budget: The need for an effective visual and performing arts budget is recognized.</p> <p>A26. Stability: An assessment of funding needs has been conducted to use as the basis for making budget decisions.</p> <p>A27. Partnerships: Potential funding sources are identified.</p> <p>A28. Oversight: Budget oversight mechanisms at the district level and at the school site level are being developed for the distribution and the monitoring of funds for arts programs.</p>	<p>B25. Budget: Appropriate funds are allocated to implement a basic arts education program in two or more arts disciplines at each school site.</p> <p>B26. Stability: Based on an assessment of funding needs, district funds and school site funds are provided to support the arts program in two or more arts disciplines.</p> <p>B27. Partnerships: Partnerships are established with one or more local, regional, state, or national resources for ongoing funding of special projects and grants.</p> <p>B28. Oversight: Funding resources are monitored at the district level and at the school site level to provide for program implementation in two or more of the arts disciplines</p>	<p>C25. Budget: An annual budget funds a comprehensive, sequential visual and performing arts program in all four arts disciplines at each school site.</p> <p>C26. Stability: The assessment of funding needs is reviewed and revised annually. Funds are provided to fully support the arts programs in each of the arts disciplines and to provide for program growth.</p> <p>C27. Partnerships: Partnerships are developed and maintained to provide a variety of long-term and short-term funding resources.</p> <p>C28. Oversight: Funding resources and budget oversight mechanisms for all four arts disciplines are coordinated at the district level and at the school site level.</p>

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7. Funding

6. Partnerships and collaborations

Foundation	Building	Best practices
<p>A29. Facilities, storage, and safety: Facilities, storage space, and student safety have been identified as essential to the success of the arts program.</p> <p>A30. Equipment and materials: The equipment and materials that are needed to support a basic arts program have been identified and prioritized.</p> <p>A31. Outside resources: Local, regional, state, and national resources for arts-related facilities, maintenance service, and technical services have been investigated.</p>	<p>B29. Facilities, storage, and safety: School facilities, storage space, and equipment are provided and maintained for two or more arts disciplines.</p> <p>B30. Equipment and materials: Arts-related equipment and materials are provided to all school sites to support instruction in most of the four arts disciplines.</p> <p>B31. Outside resources: A strategic plan is in place that connects administrators, teachers, and students to resources and arts facilities in the community, region, state, and nation.</p>	<p>C29. Facilities, storage, and safety: All school sites have facilities and storage space that are specifically designed and maintained to guarantee full implementation of an arts education program in a safe environment. Such facilities include dedicated space for arts instruction in all four arts disciplines (e.g., wooden floors for dance, risers for choirs, stages for theatre, and vented kilns for the visual arts).</p> <p>C30. Equipment and materials: High-quality, arts-related equipment and materials are provided at all school sites for all four art forms and are systematically inventoried for replacement, repair, and upgrading.</p> <p>C31. Outside resources: All schools in the district use local, regional, state, and national resources and facilities to create an exemplary arts program.</p>
<p>A32. Evaluation tools: Evaluation is identified as a necessary component of arts education program development and improvement.</p>	<p>B32. Evaluation tools: Students, staff, and community members participate in a variety of internal and external evaluations that provide qualitative and quantitative data for program implementation and improvement.</p>	<p>C32. Evaluation tools: Evaluation data drive long-term planning efforts to refine and to expand a comprehensive arts education program</p>

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8. Resources and facilities

9. Program evaluation

The Continuum Grid

School district: _____

Instructions: Make extra copies of the grid so you can use it many times. Work from left to right across the matrix from the Foundation column to the Best Practices column. Place a check beside each item or assign a score to the item by using the following scale:

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	Foundation					Building					Best practices				
	4	3	2	1	0	4	3	2	1	0	4	3	2	1	0
1. Standards-based curriculum															
Framework															
Standards process															
Sequential curriculum															
Integration															
2. Instruction and methodology															
Student's progress and outcomes															
Equal access and inclusion															
Variety of methodology															
Quality instruction															
Support resources															
3. Student assessment															
Approaches															
Formal assessment															
Information to improve teaching and learning															
Performance and portfolio															
Embedded strategies															
4. Professional development															
Long-range plan															
Knowledge base															
Professional development resources															
Collaborations															
5. Program administration and personnel															
Policy															
Staff															
Leadership															
6. Partnerships and collaborations															
Outside agencies															
Partnerships															
School organizations															
7. Funding															
Budget															
Stability															
Partnerships															
Oversight															
8. Resources and facilities															
Facilities, storage, and safety															
Equipment and materials															
Outside resources															
9. Program evaluation															
Evaluation tools															

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