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| **Harlan County High School**  **Arts and Humanities Program Review Rubric** |
| **February 2012** |

**Arts and Humanities: Curriculum and Instruction**

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| **Demonstrator 1**. **Student Access** - *All students should have equitable access to high quality curriculum and instruction.* | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) Instruction is scheduled for at least some arts but instruction for all four arts disciplines is not regular or not offered during the regular school schedule  b) Arts instruction is limited and offered to mainstream student populations. Expectations are low or not established for special populations.  c) There is insufficient evidence to indicate that discipline-based instruction is provided for each art form.  ***d) The arts program offers creating, performing, and responding processes in the arts, but not all four arts disciplines are included.*** | | | a) Access is provided through intentionally scheduling time within the school schedule for instruction in all four arts disciplines (i.e., dance, drama, music, visual arts).  ***b) Arts curriculum includes instruction for students from diverse populations (i.e., special populations, gifted/talented, ethnicity, gender, socio-economics, etc.) and maintains high quality teaching and learning***  ***c) The arts curriculum provides discipline-based instruction in each art form containing its own body of knowledge, skills, and ways of thinking as outlined in local, state and national standards. High: Specialization in one or more art forms to achieve proficiency and mastery in creating, performing, and responding to their chosen form(s).***  d) The arts program comprises a balanced program of creating, performing, and responding to the arts in each of the four arts disciplines (dance, drama, music, visual arts). | | ***a) A fully accessed arts instructional program is enhanced through field trips, artist residencies, community arts resources and artist involvement in the instructional program during the school day.***  b) Arts teachers collaborate with special needs teachers to create customized plans to address the needs of students with special needs (i.e., special populations, gifted/talented, ethnicity, gender, socio-economics, etc.)  c) Arts teachers collaborate (K-12) to ensure that curriculum is vertically aligned for discipline-based instructional program in each art form.  d) 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. | |
| **Points** | **1** |  | **4** |  | **3** |  |

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| **Rationale, including a detailed list of evidence supporting judgments** | On this demonstrator, our score is proficient based on the following:   1. The master schedule provides for each student to have access to classes which provide instruction in the four arts disciplines. (evidence- school master schedule, honors band, band field trips to competitions, Swappin’ Meet Bear Mania, artist-in-residence, Darla Jackson, teaching units on dance, etc., guest photographers, storytellers, etc.) 2. All students have equal access to the Arts and Humanities curriculum regardless of their specific sub groups. Special needs children participate in all classes. Students from low SES homes are provided with any necessary materials/ supplies. Gifted and Talented students participate in scheduled arts classes of their choice. (evidence- lesson plans, collaboration w/ vision teacher for vision-impaired student, G/T rosters, etc.) 3. Specialization of one or more art forms is offered to allow students to achieve proficiency and mastery in creating, performing, and responding to their chosen form. Classes are provided in each discipline, containing its own body of knowledge, skills, and ways of thinking as outlined in local, state, and national standards (evidence –concert programs/DVD’s of performances, master schedule, course syllabus, curriculum map) 4. Harlan County High school offers creating, performing, and responding to processes in the arts, but not specialized classes in all four disciplines. | | | | | |
| **Recommendations for improvement:** | In order to improve our school’s Arts and Humanities program, we need to be more intentional in planning field trips. We need to collaborate with district personnel and other Arts and Humanities teachers throughout the district to strengthen our vertical alignment from elementary through high school. We have some community involvement through the art but we need to strengthen our partnerships with appropriate community members and artists organizations. We also need improvement in our offerings of specialized dance classes. | | | | | |
| **Demonstrator 2.**  **Aligned and Rigorous Curriculum** - *An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state and national standards.* | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| ***a) The arts curriculum is not fully aligned with local, state or national standards. Additional work is needed in alignment, articulation, and development of guides/ maps, grade level alignment and/or development by arts discipline.***  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.  c) Arts cross-curricular integration is happening but it is not fully developed and intentionally based on standards.  d) There is some effort to address interrelationships among the arts but not all arts disciplines are being addressed.  e) Students receive little or no exposure to exemplary works of dance, music, theatre and visual arts from a variety of artists, cultural traditions or historical periods.  ***f) The school arts curriculum committee evaluates, monitors, and recommends revisions to the arts curriculum based on a single or limited indicator(s) of student performance. (e.g., school level arts performances and products).*** | | | a) The arts curriculum is fully aligned with local, state and national standards. It is described and outlined in a series of sequential and articulated curriculum guides/ maps for each grade level or course in each arts discipline (dance, drama, music, visual arts).  ***b) The arts curriculum provides for the development of arts literacy. (dance, drama, music, visual arts).***  ***c) The arts curriculum intentionally provides meaningful opportunities for integration as cross-curricular connections are made.***  ***d) The arts curriculum intentionally addresses interrelationships among all four art forms.***  ***e) 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.***  f) The school arts curriculum committee meets regularly and uses multiple indicators of student performance (e.g., local state and national standards, student performance assessments, arts organization performance assessments from sanctioned events, student academic needs defined by other sources) to evaluate, monitor and make recommendations for any needed revisions in the arts curriculum. | | a) Teachers responsible for teaching the arts regularly collaborate to insure that curriculum is aligned vertically and horizontally.  b) The curriculum goes beyond basic linguistic literacy in the arts to include communication through the arts as a distinctive literacy in itself.  c) Regular cross-curricular collaboration among teachers to support integration of the arts across disciplines is evident in the school culture.  d) The curriculum addresses interrelationships among the four arts with other content disciplines (e.g., math, science, social studies, ELA, etc.)  e) There is a rich sequential and articulated curriculum that addresses exemplary work, artists, cultural traditions, and historical periods for each arts discipline. Instruction is provided accordingly.  f) The school arts curriculum committee initiates collaboration with other schools and educators to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned arts curriculum to ensure that school staff members are cognizant of the most up-to-date curricular trends. | |
| **Points** | **2** |  | **8** |  | **0** |  |

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| **Rationale, including a detailed list of evidence supporting judgments** | On this demonstrator, our score is **Proficient** based on the following reasons:   * While the arts curriculum is aligned to local, state, and national standards, curriculum guides/maps are needed at the local level to ensure that each arts discipline is fully developed and functioning.   The arts curriculum provides support and literacy in all four disciplines (dance, drama/theatre, music, visual arts). (*Evidence Includes: DVD’s of Musical Performances, Lesson Plans from ALL four disciplines, General Arts & Humanities Curriculum Map, a PowerPoint concerning The Elements of Dance, Drama/Theatre, Music, and Visual Art ‘Elements of Art/Principles of Design’, and a teacher-created Class Website full of assignments, PowerPoint presentations, and assessments in EACH of the four arts disciplines*)  The arts curriculum provides numerous meaningful opportunities for the integration of the arts through cross-curricular connections. (*Evidence Includes: Lesson Plans integrated and filled with cross-curricular connections, A Quilt Barn & Impressionist Project with examples of student work, Poetry Out Loud entries and student work, and Photographs from The Last Train as well as Frankenstein productions from the HCHS Drama Department)*   * The arts curriculum does intentionally emphasize and address interrelationships among ALL four art forms (dance, drama/theatre, music, visual art). (*Evidence Includes: Lesson Plans displaying human connections between ALL four arts disciplines)* * The arts curriculum includes the study of a wide variety of artists, cultures, historical periods, and customs/traditions through exemplary works of dance, music, theatre, and visual arts in specific detail. (*Evidence Includes: Lesson Plans, Programs from Performance-Based Student Concerts, Lists of Piano Pieces specifically assigned to students, Curriculum Maps, and Humanities PowerPoint Presentations which include exemplary work of EACH discipline of art in numerous historical periods*) * Currently, Harlan County High School does not have a school arts curriculum committee that meets regularly, evaluates, monitors, and/or recommends revisions made to the curriculum based on indicators of student performance. | | | | | |
| **Recommendations for improvement:** | Upon reviewing and analyzing the current status of **Harlan County High School** concerning **Demonstrator 2** of **Standard 1**, the following recommendations have been suggested for improvement:  -Harlan County High School needs to develop a fully functioning Arts Curriculum Committee that meets regularly (once per month) and completes an on-going evaluation of the arts curriculum. It will be composed of one administrator, one guidance counselor, one curriculum specialist, and various members of the Arts & Humanities Faculty of Harlan County High School.  -Curriculum guides/maps need to be published at the local level as a subsidiary of the curriculum map handed down by the Kentucky Department of Education. This will emphasize rigorous art instruction in ALL four of the art disciplines as well as aid in the documentation of instruction. These will be provided both on hard copy as well as electronically to ALL personnel in the Arts & Humanities Department for reference in lesson plans. | | | | | |
| **Demonstrator 3. Instructional Strategies** - *All teachers should implement instructional strategies that provide quality, variety, and access for all students.* | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) Teachers rarely incorporate all three components of arts study: creating, performing and responding to the arts.  b) Teachers provide limited models of artistic performances and products to enhance student understanding but analysis of the examples is limited and not applied to developing performance/production skills.  c) Teachers are the sole reviewers of student work or incorporate minimal peer review of products and performances.  d) Arts teachers provide fundamental artistic theory, skills, and techniques but do not help students find their relevance to products or performances.  e) Arts teachers provide fundamental artistic theory, skills, and techniques but do not help students find their relevance to products or performances.  f) Guest artists are not used, or guest artists provide arts instruction in place of regular disciplined based arts instruction. | | | ***a) Teachers systematically incorporate all three components of arts study: creating, performing and responding to the arts.***  ***b) Teachers provide print, electronic media, virtual and live models of exemplary artistic performances and products to enhance students’ understanding of each art discipline and to develop their performance/production skills.***  ***c) Teachers incorporate peer review of student’s artistic products and performances.***  ***d) Arts teachers provide authentic activities for students with special needs (i.e., IEP, GT plan, 504 plan, etc.)***  ***e) Arts teachers provide for the development of fundamental artistic theory, skills, and techniques through the development of student performances or products.***  ***f) The arts curriculum is enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction.*** | | 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 primarily provide students with opportunities to experience exemplary live performances and exhibits, supplemented by print, electronic media, virtual and live models. Students have opportunities to reflect with practicing artists and work on performance/productions skills with practicing artists.  c) Teachers routinely guide students toward mastery in peer review processes.  d) Arts teachers work collaboratively with skilled special needs teachers to design authentic activities for special needs students.  e) Arts teachers ensure that students are able to apply multiple theories, skills, techniques, and creativity in their performances and products.  f) Exposure to guest and community artists, artist residencies, field trips, etc., are part of the school arts culture for all students and provide experiences that are designed to promote learning of adopted standards. | |
| **Points** | **0** |  | **12** |  | **0** |  |

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| **Rationale, including a detailed list of evidence supporting judgments** | On this demonstrator, our score is proficient based on the following reasons:   1. Teachers systematically incorporate components of arts study of students’ creations, performances and peer responses. (evidence: student-created percussion ensembles/performances, photography exhibits, DVD’s, lesson plans) 2. Band performances are recorded and photographed; Arts and Humanities students create live models of architectural designs. (evidence: photographs) 3. Students engage in peer review of performances and products (evidence: evaluations, rubrics, listening analysis’) 4. Individual Educational Plans (IEPs) are provided for each special needs student; Gifted and Talented Students are identified (evidence: lesson plans) 5. Student performances (concerts, plays, exhibits) provide development and growth for students in the areas of theory, skills, and techniques (evidence: DVDs, photographs, and lesson plans) 6. Art teachers at have a strong collaboration with guest artists which enhances the growth of their program. (evidence: photographs of visiting Kentucky Artist-in-Residence, Darla Jackson, professional photographers: Chris Jones, Dan Robinson, Obie Clark) |
| **Recommendations for improvement:** | In order to improve our schools Arts and Humanities Program, we need to work collaboratively with skilled special needs teachers to design authentic activities for special needs and Gifted and Talented students. |

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| **Demonstrator 4. Student Performance -** When *all students are provided access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, student performance should be at a consistently high level.* | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) Students are not actively engaged in all three aspects of creating, performing, and responding in the arts.  b) Students' products show a lack of variety and scope.  c) Student work in the arts does not demonstrate that they are applying creative, evaluative, and analytical and problem solving skills in artistic performances or products.  ***d) Students are not provided opportunities to appropriately reflect upon exemplary exhibits and live performances.***  e) Some students are able to demonstrate the ability to be self-sufficient in creating artistic products.  f) Students are not supported nor encouraged to participate in juried events, exhibitions, contests and performances outside the school environment. | | | ***a) Students are actively engaged in creating, performing, and responding to the arts.***  b) Students routinely create rich and insightful products and performances for a variety of purposes.  c) Students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting on artistic performances and products.  d) Students use written and verbal communication to reflect on exemplary exhibits and live performances as classroom assignments.  ***e) Students demonstrate the ability to be self-sufficient in creating performances and/or products with teacher guidance.***  ***f) Students participate in juried events, exhibitions, contests and performances outside the school environment in all four disciplines.*** | | 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 identify a purpose and generate original art works or performances that are highly expressive.***  ***c) Students independently apply creative, evaluative, analytical and problem solving skills in developing and/or reflecting on artistic performances and products.***  d) Students routinely use self-initiated written and verbal communication to reflect on exemplary exhibits and live performances to a variety of audiences.  e) Students initiate and produce their own creative projects.  f) School arts programs and individual students participate in Juried events, exhibitions, contests; performances and performance assessment events are used as tools for reflection and review, and used adjust and improve the school instructional program. | |
| **Points** | **1** |  | **6** |  | **6** |  |

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| **Rationale, including a detailed list of evidence supporting judgments** | On this demonstrator, our score is proficient based on the following:   1. All students are required to take the History and Appreciation of the Visual Performing Arts, which requires creating, performing, and responding to the arts. Many students are actively involved in performing and creating various arts through one of our several performing arts classes, but not all students have demonstrated a mastery of these skills. (Evidence: Band performances, Drama performances, Art displays, responding to the arts worksheets.) 2. Many of our students generate original art works or performances that are highly expressive through one of the various arts class provided. (Evidence: various band performances, Photography class exhibits.) 3. All students have the opportunity to apply creative, evaluative, analytical and problem solving skills in developing and/or reflecting on artistic performances and products. (Evidence: Written evaluations, Student-led section rehearsals (Band), Student taught PowerPoint lesson (Art & HistAppVPArts), Student-led stage craft design (drama)) 4. Many students demonstrate the ability to be self-sufficient in creating performances and /or products with teacher guidance in various classes. (Evidence: Lesson plans and recital recordings (Band), Architecture projects (HistApp), Student-created musical works.) 5. Some students participate in juried events, exhibitions, contest and performances outside the school environment in all four disciplines. (Evidence: Written and recorded evaluations by adjudicators.) |
| **Recommendations for improvement:** | * All teachers need to strive to include creating and performing arts into regular classroom schedule. The arts should be emphasized in as many classes as possible. Improvements will be shown in lesson plans. * Curriculum needs to incorporate more opportunities for students to become fluent in dance. No dances classes are offered at Harlan Co. High School. * Students need more opportunities to be exposed to live performances and live exhibits to fully appreciate the arts. Little to no live performances/exhibits are brought to the area and there is little to no funding for trips to be exposed to the arts. Improvements can be shown through budget planning. * All students need to have opportunity to demonstrate ability to be self-sufficient in creating and performing art works. Improvements can be shown through lesson plans and more student led school projects. * More training needs to be provided to classroom teachers in all four art disciplines. Improvements can be shown through PD scheduling. * Students are not provided opportunities to appropriately reflect upon exemplary exhibits and live performances. |

**Arts and Humanities: Formative and Summative Assessment**

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| **Demonstrator 1. Variety of Assessment -** *Teachers should use a variety of assessments to formatively and summatively monitor student progress toward standards.* | | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | | |
| a) Formative and summative arts assessments show some alignment with standards, but may not be directly connected to instruction.  b) Summative assessments for individuals and performing groups sometimes demonstrate alignment with specific concepts, understandings, or skills established in standards.  ***c) Students do not effectively use peer review to evaluate each other’s work.*** | | | ***a) Formative and summative arts assessments are clearly aligned with local, state and national standards.***  ***b) Summative assessments for individuals and performing groups authentically and accurately measure a specific concept, understanding, or skill based on established standards.***  c) Students use peer review to evaluate each other’s work. | | a) All arts assessments, both formative and summative are clearly aligned with standards and instruction in the classroom. Assessments are not confined to pencil and paper assessments but also include performance assessments.  b) Summative assessments are used to help individual students and performing groups improve. They are a natural outcome of classroom instruction.  c) Students independently and objectively utilize oral and written peer reviews to evaluate each other’s work. | | |
| **Points** | **1** |  | **4** | **2** | **0** |  |  |

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| **Rationale, including a detailed list of evidence supporting judgments** | On this demonstrator, our score is proficient based on the following:   1. All formative and summative assessments are clearly aligned with local, state, and national standards. However, only certain classes include performance assessments. (Evidence: Reflected in unit plans, lesson plans, and tests from various classes.) 2. Summative assessments for individuals and performing groups do authentically and accurately measure a specific concept, understanding, or skill based on established standards but is not necessarily a natural outcome of the classroom instruction. (Evidence: Instrumental tests (band) Poetry Out Loud Competition (Drama) and other various classroom assessments.) 3. Students do not effectively use peer review to evaluate other’s work. |
| **Recommendations for improvement:** | Arts assessments need to be more clearly with standards and instruction in the classroom. This will be accomplished when more national standards are released for the Arts and Humanities. Assessments need to include more performance assessments for all students, meaning that performance assessments will not just be for specialized classes, band, drama, etc. Assessments need to be used as a tool for improvement, not just a check-point for teachers. Classrooms also need to incorporate more peer-review sessions, which will be shown in unit plans/lesson plans. |

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| **Demonstrator 2. Expectations for Student Learning -** *Teachers should have common and high standards for student learning in Arts & Humanities.* | | | | | | |
| **Need Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| 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.  ***b) Teachers use clearly defined rubrics/scoring guides among themselves but may not always share them with students.***  ***c) Teacher-created scoring guides are reviewed with students prior to engaging in work. Students have the opportunity to provide input into the scoring guide design.*** | | | ***a) Exemplar/models are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.***  b) Teachers share clearly defined rubrics/scoring guides with students before creating, performing, or responding assignments/assessments appropriate to the age and grade level.  c) Students learn to develop and utilize rubrics/scoring guides to analyze their own work, the work of their peers, and the work of practicing and master artists appropriate to the age and grade level. | | a) Students are exposed to exemplars and models with every instructional lesson/unit. These models may include historical masterpieces, current works, performances by exemplary artists, or exemplary student work.  b) Teachers engage students in creating their own rubrics and scoring guides for creating, performing, or responding assignment/assessments appropriate to the age and grade level.  c) Students regularly develop and refine rubrics appropriate to the age and grade level. | |
| **Points** | **2** |  | **2** |  | **0** |  |

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| **Rationale, including a detailed list of evidence supporting judgments** | On this demonstrator our score is needs improvement based on the following:   1. There are models used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units. (Evidence: Various lesson plans, student art exhibits, and PowerPoint presentations.) 2. Teachers do use clearly defined rubrics/scoring guides among themselves but may not always share these with students. 3. Rubrics/scoring guides are usually teacher-created. | | | | | |
| **Recommendations for improvement:** | * All lesson plans/units should include exemplary models to demonstrate characteristics of rigorous work. This should be reflected in lesson plans/unit. * Rubrics and scoring guides should be shared with students and always available to students through school website. * Students should have opportunity to have input on scoring guides. | | | | | |
| **Demonstrator 3. Response to Assessment -**  *Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.* | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| ***a) Multiple classroom assessments for the arts are applied. Teachers do not share and analyze effectiveness or results across the arts department.***  ***b) Gifted and Talented students identified in the arts or early primary pool is identified and attempts are made to individualize their growth in the arts.***  c) Teachers and leadership collaborate to design a process for providing feedback to students on performances/ products that can be documented.    ***d) Students are engaged in critique and evaluation of artistic products but those processes are not formalized or students are not yet capable of making strong evaluations.***  ***e) Varied, authentic assessment tasks are used in arts classrooms however they are somewhat irregular and/or do not fully engage the three arts processes of creating, performing, and responding to the arts.***  f) A variety of assessment strategies are implemented with consideration for student differences (e.g., special learning needs, gifted and talented, multiple intelligences and students’ learning styles), but some differences/needs are not yet being addressed.  g) Student activities, progress and achievement in the arts are being shared with the community. | | | a) Multiple classroom assessments for visual and performing arts (creating, performing, and responding) are analyzed by arts staff to determine instructional modifications that will ensure student learning at the proficient and distinguished levels.  b) Ongoing assessment procedures are in place to identify and monitor student growth of Gifted and Talented students in the visual arts, music, theatre, and dance.  ***c) Students regularly receive meaningful feedback from a variety of sources (e.g., staff members, arts adjudicators, peers, etc.) on their performances/products and use the feedback to strengthen their future performance/products.***  d) Students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate.  e) Varied, authentic 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.  ***f) A variety of assessment strategies and accommodations are implemented with consideration for student differences (e.g., special learning needs, gifted and talented, multiple intelligences and students’ learning styles).***  g) Student activities, progress and achievement in the arts are shared with the community through various outlets. | | a) Multiple classroom assessments are employed, analyzed then modified to accommodate the individual needs of each student. Assessment becomes individualized rather than community oriented, except in the case of group performances and productions.  b) Teachers collaborate with Gifted and Talented students to establish a growth plan with ongoing assessments that will measure progress and help to adjust the plan as needed as students progress.  c) Students are very clear on their progress and capabilities in the arts, and are carefully guided by individual plans based on feedback (from staff, professional, peers, etc.), as to next steps in their progress.  d) Students are able to 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.  e) Teachers and students collaborate to design assessment tasks that are individualized which incorporate the arts processes and demonstrate student capabilities in applying the three arts processes.  f) Arts teachers work in cooperation with special needs teachers to design a variety of assessment strategies and accommodations that will address the needs of each student with a special need, gift, or specific learning style.  ***g) The school implements a communication plan (e.g., newsletter) to regularly report student activities, progress, and achievement, to the community through various outlets (media, billboards, etc., report cards).*** | |
| **Points** | **4** |  | **4** |  | **3** |  |
| **Rationale, including a detailed list of evidence supporting judgments** | On this demonstrator, our score is **Needs Improvement** based on the following reasons:   * Multiple classroom assessments for the visual and performing arts are applied. However, teachers do not share or analyze the effectiveness of these assessments and their collective results with the entire arts department. * The Gifted & Talented Program has been established at Harlan County High School, but progress is not monitored according to each individual art process and discipline in order to individualize growth in a specific area. * Students at Harlan County High School do regularly receive meaningful feedback on their performances in all of our productions such as piano recitals, dramatic plays/performances, and musical performances/compositions in order to encourage, strengthen, and impact future products. (*Evidence Includes: Lesson Plans complete with charts from visits with individual students concerning their performances in reciting piano and instrumentation, Feedback from Poetry Out Loud competition, and copies of assessment sheets used in the musical playing tests)* * Students in the Arts & Humanities Program at Harlan County High School are constantly involved in critiquing and evaluating the artistic products of themselves, their classmates, and others through written critiques and evaluations, but the process thereof is not yet formalized, defined, and/or complete. * Authentic assessments are used daily in the arts classrooms at Harlan County High School and are implemented in the creating and performing processes. Those include tests, copies of listening exams, playing test rubrics, performance analysis, and student-made work. However, authentic assessments in the responding process of the arts are rarely used with the process being incomplete currently. * Arts teachers at Harlan County High School have implemented assessment strategies using accommodations with much consideration of student differences through continuous collaboration with the Special Education Department. (*Evidence Includes: “Blown-up music & collaboration report with seating chart, increased expectation documentation for Gifted & Talented, and lesson plans documenting accommodations in assessment practices)* * Harlan County High School currently has a communication plan that includes “The Bear Facts” Newsletter, which is published monthly that highlights student achievement, announcements, photos from recent events, and school updates as well as upcoming school events. Also, public service announcements are constantly made through local media outlets (TV, Radio, and Internet) that highlight important upcoming events, student activities, progress, and outstanding achievement to the community. (*Evidence Includes: ‘The Bear Facts’ Newsletter, school website articles, public service announcements, Channel 71 School-Wide Announcements Board, and the Harlan County High School Website)* | | | | | |
| **Recommendations for improvement:** | -Harlan County High School will begin the process of sharing assessment results when the school arts committee becomes established and functional. Examples will be rubrics, copies of assessments, DVD’s/CD’s of performances, etc.  -Assessment procedures will be implemented that both identify and monitor student growth for those enrolled in the Harlan County High School Gifted & Talented Program. They will be monitored in all four arts disciplines (visual arts, music, dance, drama/theatre)  -The arts teachers will implement the art of evaluating and analyzing the artwork of others into the art curriculum. This will not only develop their critiquing skills, but also assist them in recognizing areas for improvement in their own artwork and performances.  -Arts teachers will develop and emphasize the use of authentic assessments for responding to the arts.  -Harlan County High School needs to include differentiation in both lesson plans and curriculum maps/guides while the arts teachers must become more aware of who in their classes are classified as Gifted & Talented with the intent of providing that differentiation to this particular group of students. | | | | | |

**Arts and Humanities: Professional Development**

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| **Demonstrator 1. Planning -**  *Professional development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning.* | | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | | |
| ***a) Teachers of the arts are provided some professional development in their content area but the options are limited.***  ***b) The school provides some leave for arts teachers to attend content specific conferences or workshops but that leave is limited. Much of their professional development may not be related to their specific content area or professional development needs.***  ***c) There is no connection between professional development for arts teachers and the CSIP, IGP, or school and district professional development priorities.***  d) School arts educators have limited or no opportunities to collaborate with guest artists. | | | a) Teachers of the arts are provided professional development to improve their content knowledge and teaching skills specific to instruction in their arts discipline.  b) The school provides professional leave for arts teachers to attend content specific conferences (e.g., KyAEA, KAHPERD, KMEA, KTA and other state or national conferences), workshops and/or seminars in their discipline. Teacher professional growth plans reflect content-specific PD.  c) There is some connection between professional development activities in the arts identified in the Comprehensive School Improvement Plan (CSIP), Individual Professional Growth Plans (IGP), the school’s learning goals for students, and the school and district staff development priorities.  ***d) Opportunities are available for school arts educators to plan and collaborate with guest artists.*** | | a) Leadership works with teachers of the arts to custom design professional development training focused on individual teacher needs. The professional development is heavily focused in their arts content area and teaching strategies and skills connected to their art discipline and teaching assignments.  b) Leadership works with arts teachers to custom design professional development training focused on individual teacher needs. The professional development is heavily focused in their arts content area and teaching strategies and skills connected to their art discipline and teaching assignments. Professional development includes attending content specific state conferences (KyAEA, KAHPERD, KMEA, KTA) and/or national conferences related to the teacher’s teaching assignments.  c) There is full connection between professional development activities in the arts identified in the Comprehensive School Improvement Plan (CSIP), Individual Professional Growth Plans (IGP), the school’s learning goals for students, and the school and district staff development priorities.  d) School arts educators routinely plan and collaborate with guest artists to strengthen and enhance the existing arts curriculum. | | |
| **Points** | **3** |  | **2** |  | **0** | 0 |  |

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| **Rationale, including a detailed list of evidence supporting judgments** | NEEDS IMPROVEMENT |
| **Recommendations for improvement:** | While teachers are provided some professional development in their content area, options are limited. Leadership needs to collaborate with art teachers to custom design professional development based on teacher needs which focuses on their arts content area and discipline. However limited due to funding, teachers are provided leave time to attend content specific conferences; leadership needs to allow leave time and encourage **all** art teachers to attend professional developments that include KyAEA, KAHIPERD, KMEA, KTA and/or any other national conferences related to teacher assignments. Professional developments needs to be identified in the Comprehensive School Improvement Plan and Individual Professional Growth Plans. Due to the fact that there is no funding available, collaboration with guest artists has been limited to those who volunteer to come or if teacher has written and received a grant for resident artists. Teachers need the time to write these grants and seek funding that will help provide guest artist to enhance the existing arts curriculum. |

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| **Demonstrator 2. Participation**  *Teachers participate in program-specific professional development designed to meet their needs. All teachers participate in professional development focused on 21st century skills.* | | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient**  **(X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | | |
| ***a) Teachers have little or no access to professional development that supports research based effective instructional strategies specific to their discipline.***  ***b) The school allows teachers to attend discipline-specific conferences, workshops and seminars.*** | | | a) Teachers have access to professional development that supports research based effective instructional strategies specific to their discipline.  b) The school provides leave time for teachers to participate in discipline-specific conferences, workshops and seminars. | | a) Teachers have access to and participate in professional development that supports research based effective instructional strategies specific to their discipline.  b) The school provides leave time and encourages teachers to participate in and/or present at discipline-specific conferences, workshops and seminars. | | |
| **Points** | **2** |  | **0** |  | **0** |  |  |

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| **Rationale, including a detailed list of evidence supporting judgments** | NEEDS IMPROVEMENT |
| **Recommendations for improvement:** | While teachers have opportunities to attend PD on research based effective instructional strategies, those PD offerings are usually broad (if not “generic”) in nature and do not often address arts and humanities specifically. The school needs to allow for leave time and encourage **all** arts teachers to attend and/or present at discipline-specific conferences, workshops and seminars. |

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| **Demonstrator 3. Teacher Leadership -**  *Teachers are leaders in their professional community, and guide/lead professional development that meets the needs of the professional learning community.* | | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | | |
| ***a) Job-embedded professional development opportunities are not provided for arts teachers.*** | | | a) Job-embedded professional development opportunities are provided for arts teachers to encourage continuous learning and growth. | | a) Teachers are encouraged and supported to design and lead job-embedded professional development opportunities that promote continuous learning and growth. | | |
| **Points** | **1** |  | **0** |  | **0** |  |  |
| **Rationale, including a detailed list of evidence supporting judgments** | NEEDS IMPROVEMENT | | | | | | |
| **Recommendations for improvement:** | Teachers will be involved in design and lead job-embedded professional development opportunities that promote their continuous learning and growth. | | | | | | |

**Arts and Humanities: Administrative/Leadership Support and Monitoring**

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| **Demonstrator 1. Shared Vision -**  *School Councils and administrators have developed a shared vision for insuring quality Arts & Humanities instructional programs.* | | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | | |
| ***a) The arts are not included in the school vision.***  ***b) The school vision does not support attainment of local, state, and national arts standards.***  ***c) School leadership does not involve community stakeholders in the development of the school’s vision for arts education.***  ***d) The school vision for arts education is in process along with a plan to use the vision to systematically guide decision-making about the arts instructional program.*** | | | a) The vision of the school includes the arts and is developed in cooperation with the vision of the district and other schools of the district.  b) The vision supports attainment of local, state, and national standards in the arts by all students.  c) School leadership involves school and community stakeholders in a collaborative process to develop the school’s vision for arts education.  d) School leadership adopts the vision to systematically guide decision-making about arts instructional program; and intentionally modifies as needed to ensure continuous improvement. | | a) The school has developed a vision for the arts program which is closely aligned with the overall school vision.  b) The vision of attainment of local, state, national standards is fully implemented and apparent in school culture.  c) School leadership ensures that all stakeholders share the vision for the school arts program, and is fully implemented and apparent in school culture. (e.g., allocation of resources).  d) The SBDM council implements an improvement plan for the arts educational program based on feedback and analysis of the program provided through the guide for decision-making about the arts instructional program. | | |
| **Points** | **4** |  | **0** |  | **0** |  |  |
| **Rationale, including a detailed list of evidence supporting judgments** | NEEDS IMPROVEMENT | | | | | | |
| **Recommendations for improvement:** | The school will develop a vision for the arts program that will be aligned with overall school vision which will implement the vision of local, state, and national standards. All stakeholders will be involved in this vision and see that it is implemented into the school culture. SBDM council should include an improvement plan for the arts education program based on feedback and analysis. Funding needs to be sought to make the vision of the arts program a reality. | | | | | | |

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| **Demonstrator 2. Time and Resources -** *School leadership will provide adequate resources, facilities, space and instructional time to support high quality Arts & Humanities instructional programs.* | | | | | | |
| **Sample evidence** School council staffing policy\*Local Educator Assignment Data (LEAD) data forms of arts teachers\*Arts teacher certification documentation\*Committee meeting agenda/minutes\*Student performance data in the arts\*Documentation that teachers of the arts have extensive knowledge, training and arts experiences (i.e., KET/KDE Arts Toolkits). | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient**  **(X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) The arts instructional program is delivered by some certified and highly qualified art teachers, but arts teachers may also be assigned to teach out of their area of expertise (e.g., music certified teacher teaching drama, etc.), or certified classroom teachers with little or no arts strength or background are used to deliver arts instruction.  b) School leadership does not ensure regularly scheduled arts instruction for all students.  ***c) School leadership does not ensure adequate instructional time for the arts.***  ***d) School equipment is maintained but only on an emergency basis, or as equipment breaks down.***  e) Visual and performing arts classroom spaces are inadequate to support the unique teaching and learning demands of each arts discipline.  f) The arts program lacks adequate materials, equipment and technology to teach the curriculum.  g) School leadership allows for minimal additional learning opportunities in the arts (e.g., field trips, artist residences, in-school performances) both within and beyond the school day.  ***h) School leadership at the middle/high school level considers single-section classes when creating the master schedule, but conflicts may not be fully resolved.***  ***i) School leadership involves arts teachers in the master scheduling process on a limited basis, but does not consider all aspects of the scheduling process and course offerings.***  j) The school media center has some arts books and other print materials, audio and video materials, and technology resources, but these are limited and need upgrading or improvement.  k) School leaders attempt to support and facilitate minimal cross-curricular collaboration with school arts programs. | | | ***a) Arts instruction is delivered by educators who are fully certified and highly qualified teachers. All arts teachers have extensive knowledge, training and arts experiences that fully qualify them to teach every course they are assigned.***  ***b) School leadership ensures Arts instruction in each arts discipline is regularly scheduled for all students as appropriate for grade span (level during the regular school day):***  High School: Discipline-based arts instruction through multiple, specialized arts course in each art form is available for any student wishing to specialize in any art form. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course.  c) School leadership adopts policy and procedures that provide and protect adequate time for students to be actively involved in creating, performing and responding to the arts.  Elementary: A minimum average of 150 minutes per week of discipline-based arts instruction  d) The school provides for annual maintenance and repair of equipment as needed.  e) Visual and performing arts classroom spaces are adequate to support the unique teaching and learning demands of each arts discipline.  ***f) The arts program has adequate materials, equipment and technology to teach the curriculum.***  ***g) School leadership supports and provides additional learning opportunities in the arts (e.g., field trips, artist residences, in-school performances) both within and beyond the school day including adjusting the school/student schedule as needed; and that these activities drive instruction.***  h) School leadership at the middle/high school level, makes every effort to avoid scheduling single-section courses in the arts against single-section courses in required subjects (e.g., the one band class scheduled against the one AP calculus class).  i) Arts teachers are part of planning the school’s master schedule to ensure best practices in arts instruction (e.g., adequate instructional time, arts class offerings, provision for transition between classes).  ***j) School provides a variety of arts books and other print materials, audio and video materials, and technology resources in the school media center.***  ***k) School leaders support and facilitate cross-curricular collaboration with school arts programs and ensure that the programs support cross curricular instruction.*** | | a) All arts instruction is provided by highly qualified and certified arts specialists. All arts teachers have extensive knowledge, training and arts experiences that fully qualify them to teach every course they are assigned.  b. School leadership ensures that arts instruction in each arts discipline is regularly scheduled for all students as appropriate for grade span level (as noted in Proficient bullets) during the regular school day and supplemented with afterschool programs.  c) School leadership fully implements policy and procedures for adequate and protected time for all students to be actively involved in creating, performing and responding to the arts.  d) There is a regular schedule for conducting inventory, assessing maintenance needs and repairing equipment for the arts instructional programs.  ***e) The visual and performing arts are taught in spaces that are appropriately designed and equipped for the unique requirements of each artistic discipline.***  f) The arts program has state of the art materials, equipment, and technology to teach dance, drama, music, and visual arts based on student and class needs.  g) There is full cooperation between school leadership, arts teachers and other staff in the development and implementation of extended opportunities. The school plans well in advance and establishes a quality program for exposing students to extended activities during and after the school day to drive and enhance instruction across all content areas.  h) School leadership at the middle/high school level cooperates with arts teachers in the development of the school master schedule; single section courses are placed in the schedule first so as to avoid conflicts.  i) School leadership collaborates with arts teachers to develop the master schedule to ensure the highest quality of the arts instructional program in all aspects of the program schedule.  j) The arts staff works in collaboration with media center specialists to acquire up to date resources for the arts to be housed in the media center and used by arts teachers and all other teachers in the school.  k) There is full cooperation between school leaders, teachers and staff to utilize cross-curricular instruction on a regular, school wide basis. | |
| **Points** | **4** |  | **12** |  | **3** |  |
| **Rationale, including a detailed list of evidence supporting judgments** | On this demonstrator our score is proficient based on the following:   1. All arts instructors are fully certified and highly qualified, but are not arts specialists. All arts teachers do have extensive training, knowledge, and experience that fully qualifies them to teach every course they are assigned. (Evidence: Certifications of teachers.) 2. All students must take some art instruction during their high school career. Students have option to specialize in most art forms, dance excluded, if they choose. There are extracurricular opportunities in all four areas, though. (Evidence: Master schedule and extracurricular offerings.) 3. School leadership does not ensure adequate instructional time for the arts. 4. The school equipment is maintained as needed, but a regular maintenance plan is not in effect. 5. The visual and performing arts are taught in spaces that are appropriately designed and equipped for the unique requirements of each artistic discipline. All offered arts have new and modern equipments as well as more-than-adequate space to perform (evidence: school map, photos of classrooms.) 6. Each classroom is provided with SmartBoard and up-to-date technology. All instruments and other equipments are new. (Evidence: pictures of rooms, photos of performances, and inventory sheets.) 7. Students have some opportunities for additional learning outside of the class, though not all field trips are approved and funded. (Evidence: transportation records, emails, photos.) 8. The school does consist of some single section classes when creating the master schedule and conflicts are not fully resolved. 9. Arts teachers are not involved in the master scheduling process. 10. The school media center does provide a variety of books and other resources for the enhancement of the arts. (Evidence: Media center search.) 11. School leaders do support cross-curricular collaboration with the arts but there is not full cooperation with all classroom teachers and administrators. (Evidence: Collaboration plans between classes.) | | | | | |
| **Recommendations for improvement:** | * Teachers will strive to improve knowledge and seek further certification in all of the arts. * Harlan Co. High School will seek to improve offerings in dance. * School will seek to better include arts teachers in planning of master schedule and try to avoid conflicts in scheduling to allow students adequate opportunity to take all classes available at Harlan Co. High School. * School will strive to better prepare a budget to allow for regular maintenance of all arts equipment by creating a budget committee. * The school is seeking the installment of a dance studio in order to better provide instruction and offer specialization in dance. * Administration will also work with media center to continue to improve art resources available. | | | | | |

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| **Demonstrator 3. Policies and Monitoring -** *The SBDM Council and School Leadership shall establish and monitor implementation of policies concerning a school’s Arts & Humanities instructional program.* | | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | | |
| a) School leadership considers equitable class load assignments with other teachers in the building, but there is no policy in place to insure equitable treatment.  b) School leadership considers equitable planning and travel time for arts teachers, but there is no policy in place to insure equitable treatment.  c) School leadership considers the instructional and safety issues for arts teachers assigned to classes with large numbers of students and attempts are made to accommodate the need for assistance, but there is not a policy in place to address such needs.  ***d) School leadership is in process to develop a policy to assure service options for students identified as gifted and talented in the arts.***  ***e) School leadership is in process to develop a policy to assure service options for students identified as gifted and talented in the arts.*** | | | ***a) All arts teachers are assigned class loads that are equitable to the class loads of other teachers in the building.***  ***b) All arts teachers have adequate daily planning time, time for cross-curricular planning, and itinerant travel time.***  ***c) Large performing groups utilize team teaching and/or paraprofessionals for equitable teacher: student ratio***  d) School leadership adopts policies that assure service options for students identified as gifted and talented in music, dance, drama and/or visual arts (e.g., high school specialization in the arts).  e) School leadership adopts policies that assure service options for students identified as gifted and talented in music, dance, drama and/or visual arts (e.g., high school specialization in the arts). | | a) School leadership adopts a policy to insure that arts teachers have equitable class load assignment with other teachers in the building.  b) School leadership adopts a policy to insure that arts teachers have equitable planning time with other teachers and that travel between schools for itinerant teachers is fully considered in staffing assignments.  c) School leadership adopts a policy that automatically assigns assistance to arts teachers with large numbers of students enrolled in a given class period or instructional session.  d) School leadership ensures policy is in place regarding Gifted and talented service options, and fully implemented. The policy is on schedule for regular review and revision as needed. | | |
| **Points** | **4** |  | **6** |  | **0** |  |  |

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| **Rationale, including a detailed list of evidence supporting judgments** | On this demonstrator, our score is **Proficient** based on the following reasons:   * Arts teachers at Harlan Co. High School are assigned class loads that are manageable and equitable in comparison with other teachers throughout the building. (*Evidence Includes: Documentation of Class Rosters, Class Loads, etc.)* * Teachers in the Arts at Harlan County High School are given adequate daily planning time, comparable to other teachers throughout the school. Also, itinerant travel time is given to teachers that need it. (*Evidence Includes: Individual Teacher Schedules, copies of itinerant band director’s travel time/plans*) * At Harlan County High School, large performing groups regularly utilize team teaching for an equitable teacher to student ratio. (*Evidence Includes: Teacher Schedules (Band, Piano, etc.)* * Harlan County High School’s SBDM does not currently have a policy in place for analyzing the need for more introductory courses or higher level performance courses in the arts based on student achievement, interest, and numbers. * Currently, Harlan Co. High School’s leadership does not have a policy for providing service options for students that are identified as Gifted & Talented in music, dance, drama/theatre, and/or visual arts. |
| **Recommendations for improvement:** | Upon reviewing and analyzing the current status of **Harlan County High School** concerning **Demonstrator 3** of **Standard 4**, the following recommendations have been suggested for improvement:  -Harlan County High School needs to develop and incorporate a policy for the SBDM that addresses the need for additional staffing in the arts based on student interest, achievement, and numbers while also limiting class sizes to a minimum to increase student understanding, learning, and achievement.  -Harlan County High School will develop a policy that assures students enrolled in the Gifted & Talented Program multiple service options in the arts. |

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| **Demonstrator 4. Principal Leadership -** *Principals are the primary leaders of all program efforts, and support teacher leadership through shared and distributed leadership strategies and actions.* | | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | | |
| ***a) The principal individually evaluates and reflects on the impact of the Arts and Humanities instructional practices of the school to inform the professional development action plan, or evaluation and reflection is generally limited.***  b) The Principal has little involvement in collaborating in or monitoring arts programs that occur during instructional time  ***c) Arts teachers have a limited voice in planning the annual school budget.***  d) School leadership actively pursues parent involvement in the arts programs but support is limited and needs improvements.  e) The principal does not initiate professional learning among staff through collaboration and self-reflection.  f) The principal does not participate fully in professional learning regarding the school’s Arts and Humanities program. | | | a) The principal and staff collaboratively evaluate and reflect on the impact of the Arts and Humanities instructional practices of the school to inform the professional development action plan.  ***b) The Principal supports and facilitates collaboration for arts programs that occur during instructional time.***  c) Arts teachers are a part of the planning of the annual school budget.  ***d) Leadership promotes parental involvement as a valuable resource in supporting the arts. This includes, but is not limited to, the resources of leadership, time, skills and/or materials.***  ***e) The principal initiates professional learning among staff through collaboration and self-reflection.***  ***f) The principal participates fully in professional learning regarding the school’s Arts and Humanities program.*** | | a) The principal enlists teacher leaders to collaborate, evaluate and reflect on the impact of the Arts and Humanities instructional practices of the school to inform and facilitate instructional decisions.  b) The Principal supports and facilitates collaboration for arts programs that occur during instructional time to ensure that the programs effectively support instruction.  c) Arts teachers work cooperatively with school leadership to plan for annual needs in the arts program and to plot needs for several years in the future.  d) Leadership and arts teachers work in collaboration to create arts support groups that include parents and community members. These groups are governed by constitution/by-laws to focus the support provided to schools and relegate management of programs to school arts staff and school leadership.  e) The principal models professional learning among staff through collaboration and shared self-reflection.  f) The principal participates fully in and leads professional learning community activities regarding the school’s Arts and Humanities program. | | |
| **Points** | **2** |  | **8** |  | **0** |  |  |

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| **Rationale, including a detailed list of evidence supporting judgments** | Proficient  (c) Principal Bob Howard supported the annual needs of the arts program by purchasing much needed equipment for band instruments and cameras for the photography department (evidence: receipts and newspaper articles).  (d) Principal Bob Howard promotes parental involvement in Band Boosters (evidence: minutes from meetings, and booster by-laws)  (e). Principal Bob Howard make regular visits to the Art Studio to share his artwork and knowledge with visual art students (evidence-photographs)  (f). Principal Bob Howard has participated in several community art related projects: Bear Mania with a grant provided to the Cumberland Tourism place Bears throughout Harlan County (evidence :photographs and newspaper articles). He participated along with art students in Harlan County’s Rail and Coal Centennial Celebration of the 100th year of the counties first load of coal to be shipped out of our county. Mr. Howard exhibited his many coal themed paintings along with HCHS art student’s coal themed artwork (evidence-photographs and newspaper articles) |
| **Recommendations for improvement:** | More teacher collaboration and during instructional time. |