




Michigan Blueprint of a Quality Arts Education Program



advancing creativity in education



In support of local district and school efforts to provide the highest quality arts education, the Michigan Department of Education offers the following tools, developed with local educators by the Michigan Arts Education Instruction and Assessment (MAEIA) project:

- **MAEIA Blueprint** — to analyze and understand what a quality arts program looks like
- **MAEIA Program Review Tool** — to determine current status of an arts education program
- **MAEIA Assessment Specifications and Model Assessments** — to guide development of high quality assessments that serve to determine a student's ability to create, perform and respond in the artistic/creative process.

The Michigan Department of Education offers to schools the tools developed by the Michigan Arts Education Instruction and Assessment (MAEIA) project to support their pursuit of the highest quality arts education for Michigan students.

As you evaluate your arts programs in the annual school improvement context, I encourage you to use the MAEIA tools to assess the status of your program; identify criteria for improvement; and use Michigan developed model assessments in dance, music, theater and visual arts toward student and teacher growth and program improvement.



Brian J. Whiston, State Superintendent
Michigan Department of Education

In 2011–12, the Michigan Youth Arts Leadership Roundtable, through the professional services of Quadrant Arts Education Research, conducted a statewide survey of arts education that provided baseline data at the school building level. That never-before-available picture set the stage for Michigan Arts Education Instruction and Assessment (MAEIA), a process and a set of tools that will help districts understand excellence in arts education, and how to evaluate and improve arts education programs and student learning in the arts. MAEIA gives district leadership the benefit of three tools that support excellence in education of the whole child.

Michigan Youth Arts shares the vision of many that a complete education includes the visual and performing arts at every grade level. We encourage Michigan districts to use the tools created by MAEIA to take a critical look at how they can strengthen their arts education programs to make high quality, consistent, standards-based arts education a reality for all students. Working together, we will prepare our students to innovate, to work creatively, and—if they desire—to compete globally in an arts discipline of their own choosing.



Marianne Dorais, Executive Director

Table of Contents

Introduction to MAEIA	2
Blueprint and MSIF Alignment	3
How to Use the Blueprint	4
Student Access	5
Facilities and Resources	6
Policies and Accountability	7
Connections	9
Professional Learning and Instructional Support	10
Community and Cultural Collaboration	10
Program Planning, Review, and Improvement	11
Glossary	12
Blueprint References	14
Credits and Acknowledgements	15

Introduction to Michigan Arts Education Instruction and Assessment (MAEIA)



The Michigan Arts Education Instruction and Assessment (MAEIA) project has been developed by the Michigan Assessment Consortium (MAC) and Data Recognition Corporation (DRC) for the Michigan Department of Education (MDE) in partnership with Michigan educators.

MAEIA was developed to support Michigan school districts, school buildings, educators, and the public in implementing a high quality arts education program in dance, music, theatre, and visual arts* for all students. The use of these resources by educators is voluntary. MAEIA is comprised of the following resources developed to Improve Arts Education Programs and to Promote Student Learning.



- **Improve Arts Education Programs**

- Michigan Blueprint of a Quality Arts Education**

- Program** – a goal-setting document for arts education program and school improvement purposes. The Blueprint describes the highest standards of successful arts education programs in dance, music, theatre and visual arts along seven criteria that are aligned with the Michigan School Improvement Framework. The Blueprint is intended for use by district-level decision-makers, generalists, parents, and the community working together to improve the arts education program as part of an on-going school improvement process. The gold standard statements are aspirational and provide broad descriptions of what the best available research and recommendations indicate are necessary for all students to be career and college-ready.

- A MAEIA companion document to the **Blueprint – Michigan Arts Education Blueprint Research and Recommendations** provides users with supporting documentation for each criterion and indicator in each arts discipline. It can serve as a resource to those working to improve the arts education program as part of the district and building school improvement process.

- Michigan Arts Education Program Review Tool** – a self-study tool districts and schools can use to analyze and reflect on the status of their own arts education program. Based on Blueprint criteria and indicators, the Review Tool can provide useful information about the nature of the arts education program and can become the basis for enhancing their arts education program in the context of school improvement.

- **Promote Student Learning**

- Michigan Arts Education Assessment Specifications and Model Assessments** – a set of recommendations for appropriate assessments in the arts based on the Michigan Merit Curriculum and aligned to national standards. The Assessment Specifications communicate important content and how that content will be assessed to a wide variety of audiences. It helps the full array of potential users understand the purposes and uses, as well as provide more specific information on how to accurately read and interpret MAEIA arts education assessments. The model assessments are available to all K-12 Michigan educators to assess student learning in dance, music, theatre and visual arts. MAEIA assessment data can be included as part of educator effectiveness plans.

All MAEIA documents are available at: www.michiganassessmentconsortium.org or www.maeia-artsednetwork.org.

**It is recognized that media arts is an important part of the fine arts and will become increasingly so. Media arts is not included in this document because it is not currently a separate arts discipline in the Michigan Merit Curriculum Arts Education Content Standards.*

Blueprint of the Seven Essential Criteria of a Gold Standard Arts Education Program

Arts education is essential for the well-rounded education of all Michigan students. The MAEIA Blueprint is built around seven large categories, referred to as criteria, that research agrees are critical to providing a high quality education in the arts for all students:

- A. Student Access
- B. Facilities and Resources
- C. Policies and Accountability
- D. Connections
- E. Professional Learning and Instructional Support
- F. Community and Cultural Collaboration
- G. Program Planning, Review, and Improvement

These seven criteria are aligned to the Michigan School Improvement Framework. Each criterion is more fully described through a series of related indicators, i.e. individual factors that contribute to the overall quality of an arts education program.

Alignment of MAEIA Blueprint and Michigan School Improvement Framework (MSIF)

A. Student Access MSIF Strand I: Teaching for Learning	B. Facilities and Resources MSIF Strand II: Leadership for Learning	C. Policies and Accountability MSIF Strand II: Leadership for Learning
D. Connections MSIF Strand I: Teaching for Learning	E. Professional Learning and Instructional Support MSIF Strand III: Professional Learning	F. Community and Cultural Collaboration MSIF Strand IV: School, Family and Community Relations
G. Program Planning, Review, and Improvement MSIF Strand I: Teaching for Learning MSIF Strand II: Leadership for Learning		

MSIF: Michigan School Improvement Framework

Gold standard statements:

- are broad aspirational descriptions
- are based on the best available research and recommendations
- have as their ultimate goal that all students develop unique ways of knowing and interpreting the world
- prepare all students to be “world class” and globally competitive in college, careers, and life
- are easy for administrators and teachers to reference

How to Use the Blueprint

District-level decision-makers, generalists, parents, and community members involved in the on-going process of growing and improving an arts education program and school improvement can use the Blueprint in several ways:

- As the basis for developing shared understanding of the seven comprehensive criteria and related indicators of successful arts education programs.
- As the context for district and school reflection and measurement of progress on the path to the highest quality arts education program (when using the MAEIA Arts Education Program Review Tool).
- As a research-based resource for developing an arts education program and correlated school improvement goals. The Michigan Arts Education Blueprint Research and Recommendations document provides users with the best research and recommendations for each Blueprint criteria in each arts discipline.



Blueprint of a Quality Arts Education Program

A. STUDENT ACCESS

In a district with a gold standard arts education program for all students have access to arts education defined in this Blueprint as dance, music, theatre and the visual arts from grades K to 12 emphasizing skill development, aesthetic appreciation, problem-solving, and career preparation. The arts courses are taught by certified arts educators holding appropriate Michigan endorsements and degrees in their content areas.

A.1. Curriculum

The arts are included as part of a well-rounded education as defined by Every Student Succeeds (ESSA) and the Michigan Merit Curriculum. The curriculum is age-appropriate, experiential, process-oriented, and builds upon essential skills to provide K-12 continuity.

A.2. Certified Arts Educators as Primary Instructor

Dance, music, theatre, and visual arts are taught by certified arts educators with required Michigan arts endorsements. There is at least one full-time certified arts educator per arts discipline or type of course in each building. This can result in multiple teachers per discipline within a building to accommodate the size of the population being served and number of sub-disciplines offered.

Acknowledging the fact that Michigan does not offer a dedicated theatre endorsement, a gold standard program may be taught by a teacher if he/she meets standards, skills, and competence in theatre education and shows evidence of content and pedagogy knowledge and experience.

Alternative certification is not permitted in a gold standard program.

A.3. Student Enrollment

All students receive instruction in the four arts disciplines from grades K to 12.

A.4. Differentiation for Students with Disabilities and Those Who are English Language Learners

Students with disabilities, English Language Learners and those with special needs have equal access with appropriate accommodations in a gold standard program. Students with disabilities who cannot be integrated into regular arts classes with accommodations according to their IEP have access to instructional opportunities in the arts that meet their needs.

A.5. Course Enrollment/Course Offerings

Arts education curricular courses, co-curricular, and extracurricular offerings are available to meet the needs of students.

A.6. Time Provided for Visual and Performing Arts

At the elementary level, students receive a minimum of 360 minutes of arts instruction per week distributed across all four arts disciplines. Each instructional period is at least 45 minutes in length, and every discipline meets a minimum of two times per week. All arts instruction is taught by a certified arts educator.

Middle school students have at least one semester (or two trimesters) of daily instruction in each of the four arts disciplines over the course of grades 6–8.

In the high school, students are enrolled in at least one class period a day for one full year in at least one arts discipline that meets the Michigan high school graduation requirement. Students have sufficient course offerings to achieve proficiency in the arts discipline of their choice by graduation.

Blueprint of a Quality Arts Education Program continued

A.7. Community, Cultural Organizations, and Universities Provide Supplemental Arts Instruction

In a gold standard program organizations from the community, cultural organizations, as well as university faculty and their students are used to supplement, enrich, enhance, and strengthen school curriculum as taught by the certified arts educators. This supplemental instruction does not replace that provided by a certified arts educator.

B. FACILITIES AND RESOURCES

In a district with a gold standard arts education program students have access to high quality facilities and equipment in support of their educational needs. Facilities must provide spaces in which all creative problem-solving activities are supported through well-equipped and supplied classrooms that allow students to experience a variety of instructional, performance, and exhibition opportunities.



B.1. Total Number of Dedicated Classrooms and Multipurpose Rooms Used for the Arts

There are dedicated classrooms and multipurpose classrooms appropriately designed and equipped for instruction in each of the arts disciplines. The number of classrooms required varies according to grade level. At the elementary level, there is at least one dedicated classroom for each art discipline. In the middle school and high school levels, each type of course (e.g., band, choir, drawing, pottery, scene shop, acting, dance) has its own dedicated classroom. In all buildings there are well-designed performance/exhibition spaces that meet the curricular needs of each arts discipline.

B.2. Technology Usage

Technology is fully integrated into the curriculum and students have access to the technology that supports their

curricular needs. Technology integration occurs through a combination of the certified arts educator using the tools to deliver content and students using the tools for problem-solving and the creation of new knowledge and skills.

B.3. Arts Education Budget Allocation

The budget meets the needs of the students as articulated in the curriculum for each arts discipline by providing quality staffing, materials, equipment, and other resources at all educational levels and buildings.

B.4. Per-Student Basis Budget Allocation

The arts program allocates adequate per-student funding to ensure that every student receives the materials and resources needed for a quality arts education as articulated by the curriculum for each arts discipline.

B.5. Both State and Local Funds Available through Title I, Title II and Title IV (21st Century Schools) Support Arts Education

The district devotes a portion of its Title I, Title II and Title IV funds to arts education as a strategy to ensure all students receive a well-rounded education.

B.6. District-Level Budget for Arts Instruction

All faculty positions, facilities, equipment, and curricular activities are funded by the school district.

B.7. Fees to Participate in Co-Curricular and Extracurricular Art Activities

Fees are not charged for curricular activities. Fees may be assessed for co-curricular and extracurricular activities, with the provision that students who cannot pay those fees for financial reasons can still participate in the activity either for free, or with the support of funds raised by the program.

B.8. Additional Funding

The district seeks outside funding through grants, scholarships, fundraisers, donations from individuals or businesses to enhance or support co-curricular or extracurricular arts activities.

B.9. District Arts Coordinators

The district dedicates one, or a portion of one, FTE to arts coordination by a certified arts educator licensed in at least one of the arts disciplines. This leadership position oversees certified arts educators and the arts program at the district or building level.

C. POLICIES AND ACCOUNTABILITY

In a district with a gold standard arts education the program adheres to and exceeds the policies and accountability standards currently established by the State of Michigan while actively seeking innovative ways to implement those standards to meet the needs of students as performers, creators, and responders in the fine and performing arts.

C.1. Local School Board of Education Policy

The district has policies approved by the local school board on key areas that impact student learning in the arts, including the arts as a core curricular area, arts instructional time at the elementary and secondary levels, high school graduation requirements in the arts, minimum hiring requirements for certified arts educators, comparable inclusion of the arts in grade point averages, and the use of community or cultural organizations for supplemental arts instruction.

C.2. Policy for Early Learning or Pre-K Arts Education Standards

The district has a policy that calls for the development of, support of and maintenance of dance, music, theatre, and visual arts curricula that exceed district and state standards and meet national standards and policies for early learning or pre-K.

C.3. Elementary and/or Secondary Arts Education Standards

The district has a program that develops, supports, and maintains dance, music, theatre, and visual arts curricula that exceed district and state standards and meet national standards and policies for the district from K to 12.



Blueprint of a Quality Arts Education Program continued

C.4. Policy for Arts Education as a Requirement at the Elementary Level

The district provides universal access to high quality arts education in each discipline at the elementary level.

C.5. Policy for Arts Education as a Requirement at the Middle School Level

The district provides universal access to high quality arts education in each discipline at the middle school level.

C.6. Policy for Arts Education as a Requirement for High School Graduation

At the high school level, all students meet the Michigan Merit Curriculum high school graduation requirement through a course in at least one of the four arts discipline that meets one class period a day for one full year. The course aligns to the Michigan Merit Curriculum credit guidelines for the complete artistic creative process.

C.7. Policy Specifying that the Arts are a Core Academic Subject with Equitable Grade Weighting

The arts are given equal weight in determining student grade point averages.

C.8. Policy Requiring Students be College and Career Readiness

The district offers sufficient courses in each art discipline to prepare students to be college and career ready.

C.9. Policy Supporting Community and Cultural Organizations Providing Non-Credit Arts Instruction

The district and schools develop relationships with community and cultural organizations to provide enrichment experiences for students.

These non-credit experiences are not replacements for, or interchangeable with, quality instruction offered by certified arts educators.

C.10. Policy Calling for Curriculum Alignment with Standards

The district has a policy of aligning curriculum vertically and horizontally for alignment to national and state standards and to meet student needs.

Curricular alignment is an ongoing process that is systemic and formally reviewed at least once every five years or when major changes to the standards are made (e.g. National Coalition of Core Art Standards released in 2014).

C.11. Policy Defining Arts Education Assessment Requirements

Summative and formative assessment tools are used to authentically evaluate students in the areas of performing, creating, and responding in each arts discipline.

C.12. Policy Defining Minimum Licensure Requirements for Certified Arts and Non-Arts Educators Hired by the District

The district has a policy of hiring only certified music, dance, theatre, and visual arts educators with the required Michigan endorsements.



Acknowledging the fact that Michigan does not offer a dedicated theatre endorsement, the district employs theatre educators who meet standards, skills, and competence in theatre education and show evidence of familiarity with content and pedagogy.

The district hires only certified non-arts educators who meet licensure requirements and show evidence of basic literacy in the arts.

C.13. Policies for Professional Learning for Certified Arts Educators

The district has policies that support the participation of certified arts educators in discipline-specific professional learning opportunities at the local, state, and national levels.



C.14. Policies for Professional Learning in Arts Education for Certified Non-Arts Educators

The district has policies that support the participation of all certified non-arts educators in professional learning in the arts.

D. CONNECTIONS

A district with a gold standard arts education program provides opportunities for all students to engage in learning that emphasizes connections and understanding across the arts and between the arts and other subjects. Direct instruction in arts integrated learning is provided by a certified arts educator in collaboration with certified non-arts educators.

D.1. Certified Arts Educators and Non-Arts Educators Develop Multi-Disciplinary Partnerships Within and Across Grade Levels

The district provides time for certified arts educators and non-arts educators to collaboratively plan and deliver arts-connected multi-disciplinary lessons that enhance student understanding.

D.2. Use of Arts Connections and Instructional Strategies Across the Curriculum

The district uses a balanced approach to making connections across the arts and other content areas that provide opportunities for students to construct meaning and demonstrate understanding by meeting standards in each content area through purposeful connections that exist naturally across disciplines.

In addition, the arts are used across the curriculum as instructional strategies to differentiate instruction, engage students, and increase their knowledge and competence in each arts discipline as well as across the content areas.

Title I, Title III and Title IV funds are used to support integration of arts and other core subjects.

D.3. Interest and Assistance in Introducing, Increasing, or Improving Arts Integration

The district provides professional learning, educator release time for co-planning and collaboration, as well as additional support to assist in implementing connections across the curriculum and to the Michigan Merit Curriculum.

Stakeholders take advantage of these opportunities to gain deeper understanding of effective arts integration strategies and their impact on student outcomes.

Blueprint of a Quality Arts Education Program continued

E. PROFESSIONAL LEARNING AND INSTRUCTIONAL SUPPORT

In a district with a gold standard arts education program the district offers certified arts educators, non-arts educators, administrators and instructional support staff opportunities and support for high quality professional learning in arts education as well as time for individual and group planning to integrate new practices into the curriculum. District-wide and school-based professional learning opportunities allow these individuals to contribute to school improvement, advance their arts education knowledge, and develop their ability to provide quality instruction.

The district recognizes the National Board for Professional Teaching Standards certification program and the value that a teacher meeting these requirements and criteria brings to the classroom.



E.1. Instructional Support

Certified arts educators in other arts disciplines, certified non-arts educators, special education educators, English Language Learner/bilingual specialists, para-professionals, arts professionals, and other individuals provide instructional support to the certified arts teacher/specialist.

E.2. Types of Teachers Afforded Professional Learning

All members of the school community engage in frequent and meaningful discipline-based professional learning opportunities in the arts as both learners and teachers.

E.3. Professional Learning in Arts Education for School Administrators

School administrators engage in and support learning practices, research, and professional learning opportunities in the arts.

E.4. Use of District-wide Meetings for Professional Learning

Time is allocated during district-wide meetings for arts-related professional learning for certified arts educators and the greater school community.

F. COMMUNITY AND CULTURAL COLLABORATION

A gold standard district collaborates with community and cultural arts, business and education organizations to enhance arts and career opportunities for students and staff. Artists, arts organizations, universities and online resources are used to enrich and strengthen a school's arts curriculum. Instruction by providers of supplemental arts instruction does not replace that of certified arts educators.

F.1. Partnerships for Credit-Earning Opportunities

Students are able to earn credit for non-traditional arts learning opportunities that meet or exceed the Michigan Merit Curriculum and/or credit requirements, and in which the instructor of record is a certified arts educator.



F.2. Collaboration

The district, with input from certified arts educators, develops and supports collaborations with professional artists, teaching artists, community and cultural arts organizations, businesses, industry, and universities that supplement the district's arts curricula through both school-sponsored and externally sponsored events. These supplemental opportunities include hosting of arts-related performances, workshops, exhibitions, and residencies. Certified arts educators design and implement pre- and post-program activities for out-of-school curricular learning.

Collaborations provide opportunities for students to apply in-classroom learning to real-world settings through: mentorships with arts professionals; venues for field trips, exhibitions, and performances; and networks of support and advocacy for lifelong learning arts opportunities in the community.

The district ensures all students have equitable access to community and cultural arts resources.

Stakeholders, including parents, work together to overcome barriers to access including cost, scheduling, transportation, technology, and physical space.

F.3. Sources of Funding

The district fully funds curricular field trips, exhibitions, and performances. The district and community partners work together in raising external funds to support student participation in supplemental performances, exhibitions, and artist residencies.

G. PROGRAM PLANNING, REVIEW, AND IMPROVEMENT

In a district with a gold standard arts education program, there is a continual process of reviewing the effects of the arts education program and planning for improvements when indicated by data.

G.1. Board-Approved Arts Education Plan

The district has a board-approved plan for the district's arts education program that articulates its philosophy and standards for the highest quality arts education for its students.

G.2. School Improvement Plan Includes the Arts

The district and building School Improvement Plans includes goals across all strands for strengthening the arts education program.

G.3. Periodic Review of the Impacts of the Arts Education Program

The arts education program is reviewed at least once every three years using the MAEIA Instructional Blueprint and the MAEIA Arts Education Program Review Tool as part of the school improvement process. This includes a review of curricular program offerings, instructional methods and materials, alignment to the Michigan School Improvement Framework, state and national arts education standards, student achievement and other outcomes, program outcomes, educator qualifications and effectiveness, and other aspects of the arts education program.

Certified arts educators are actively engaged in the school improvement process.

Glossary

Arts coordinator

Refers to a key position at the district and/or intermediate school district level. The person in this position is a highly qualified certified arts educator in at least one of the arts disciplines. This position provides input on the hiring of qualified personnel and staff evaluations, and functions as a strong facilitator of curriculum and as an advocate and guide to providing consistent arts experience for all students involved in a district's arts program. Among the responsibilities of this position are: organizing and implementing district-wide K-12 curriculum development, instruction and assessment; scheduling of student classes; developing opportunities for professional development; evaluation of best practices in arts education; grant writing; public relations; and providing and supporting opportunities for community partnerships for the arts.

Arts disciplines

Refers to music, dance, theatre, and the visual arts as aligned to the Michigan Visual and Performing Arts Education Standards.

Certified arts educators

Refers to teachers of dance, music, and the visual arts who hold teaching elementary, secondary or K-12 certificates as well as the necessary endorsements required by the State of Michigan. Acknowledging the fact that Michigan does not offer a dedicated theatre endorsement, a gold standard theatre program may be taught by a certified educator if he/she meets standards, skills, and competence in theatre education and shows evidence of content and pedagogy knowledge and experience.

Certified non-arts educators

Refers to generalist classroom educators at the elementary and sometimes middle school level as well as secondary specialists in non-arts content.

Certified theatre educators

Acknowledging the fact that Michigan does not offer a dedicated theatre endorsement, a gold standard program may be taught by a teacher if he/she meets standards, skills, and competence in theatre education and shows evidence of content and pedagogy knowledge and experience.

Co-curricular

Refers to activities that are required in tandem to support a curricular learning experience.

College and career-readiness

Refers to all students who are prepared to be “world class” and globally competitive in college, careers, and life. All students develop the skills to be creative, critical thinkers prepared to understand, interpret, communicate, and contribute through the arts individually and with others.

This is achieved when all students graduate with at least a basic level of literacy in each of the four arts and all students graduate with at least introductory knowledge and skills in the artistic creative process in either dance, music, theatre or the visual arts. It also means that all students achieve proficiency in at least one art form by the time of graduation. (MMC VPAA, 2006)

Content areas

Refers to subject areas other than the arts, e.g. mathematics, English Language Arts, science, social studies, etc.



Criteria

Refers to the seven key areas supported by research and best practices as critical to a gold standard arts education program:

- A. Student Access
- B. Facilities and Resources
- C. Policies and Accountability
- D. Connections
- E. Professional Learning and Instructional Support
- F. Community and Cultural Collaboration
- G. Program Planning, Review, and Improvement

Indicator

Refers to individual items that provide further description of criteria critical to a gold standard arts education program.

Instructional support

Refers to instructional activities or support provided by certified non-arts teachers, paraprofessionals or supplemental arts providers to supplement lessons and plans developed and overseen by the certified arts educator.

Grade spans

Within this document, elementary school is defined as grades K–5; middle school as grades 6–8; and high school as grades 9–12.

Gold standard

Refers to the highest quality of a criteria or indicator and is based on research and best practices.

Non-traditional arts learning experiences

Credit-earning opportunities in the arts permitted under the Michigan Merit Curriculum (MMC, 2006) in which credits are awarded based on proficiency in expectations, not seat time. These include but are not limited to: advanced studies such as accelerated course placement, advanced placement, dual enrollment, or international baccalaureate program or an early college/middle college program. Credit may also be earned through one or more of the following: alternative course work and humanities course sequences.



Proficiency

Students have satisfactorily demonstrated achievement of the knowledge and skills of the arts discipline as outlined by the Michigan Merit Curriculum and national standards and are able to qualify for and succeed in postsecondary opportunities in the arts discipline. These postsecondary opportunities can include apprenticeships, community college and/or university, conservatories, art schools, etc.

Providers of supplemental arts instruction

May include teaching artists, community-based artists, and independent artists and teams of artist specialists working through community and regional arts organizations. By definition and by expertise, providers of supplemental arts instruction can supplement, but should never supplant, the work of certified arts educators.

Teaching artists

Refers to professional/community artists with highly specialized training, often acquired through conservatories and studio schools, with a focus on creating and performing. In addition to their arts training, teaching artists should have participated in a formal program that provides them with the pedagogy knowledge and skills necessary to successfully play a limited instructional support role for fully-certified arts educators.

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Arts Education State Policy Database

<http://www.aep-arts.org/research-policy/state-policy-database/>

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<https://artsaward.collegeboard.org/>

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http://www.michigan.gov/documents/mde/Complete_VPAA_Expectations_June_2011_356110_7.pdf

Michigan Youth Arts.

<http://www.michiganyoutharts.org/>

National Dance Education Organization.

<http://www.ndeo.org/>

National Arts Education Association.

www.naea.org/

National Theatre Association

<http://www.edta.org/>

National Music Education Association

www.nafme.org/

National Assembly of Arts Agencies

www.nasaaarts.org/

National Core Arts Standards (NCCAS)

www.nationalartsstandards.org

NYC City Blueprint

<http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html>

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