



Michigan Arts Education Instruction and Assessment

Program Review Tool

Program Review Tool Field Test Introductory Webinar

- Overview of MAEIA Project
- Arts Education Program Review Tool (PRT)
 - Purposes, uses, and benefits of the PRT
 - Connections to school improvement, Comprehensive Needs Assessment, ESSA (Title funding), and Top 10 in 10
- PRT Field Test Process
 - Field test schedule and requirements
 - Sneak preview of the online PRT
 - Your next steps
 - Q and A

MAEIA Project

The Call

To elevate arts education and promote student learning in the arts within the state of Michigan. We noticed support is needed at district, building, and classroom levels.

The Response

MAEIA was designed to create high quality tools for arts educators by the Michigan Assessment Consortium (MAC) and Data Recognition Corporation (DRC) for the Michigan Department of Education (MDE), in partnership with Michigan educators.



MAEIA Partnerships



Purposes of MAEIA Project

- Improve the quality of arts education programs
- Monitor and improve student learning in the arts
- Support professional practice and teacher effectiveness
- Advance arts as a core element of public education



MAEIA Resources by Purpose

Program Improvement

- Blueprint of a Quality Arts Education Program
- Research and Recommendations
- Arts Education Program Review Tool
- Professional Learning

Promote Student Learning

- Michigan Arts Education Assessment Specifications
- 360 Model Arts Assessments in Dance, Music, Theatre, and Visual Arts
- Professional Learning

Michigan Blueprint of a Quality Arts Education Program

- Goal-setting document ● 7 criteria/44 indicators aligned with MI School Improvement Framework.

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

A. Student Access SIF Strand I: Teaching for Learning	B. Facilities and Resources SIF Strand II: Leadership for Learning	C. Policies and Accountability SIF Strand I: Teaching for Learning
D. Connections SIF Strand I: Teaching for Learning	E. Professional Learning and Instructional Support SIF Strand III: Professional Learning Systems	F. Cultural and Language Proficiency SIF Strand I: Teaching for Learning and SIF Strand II: Leadership for Learning
G. Program Planning, Review, and Improvement SIF Strand I: Teaching for Learning SIF Strand II: Leadership for Learning		

C. POLICIES AND ACCOUNTABILITY

In a district with 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. Early Learning or Pre-K 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 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 and meet national standards and policies for the district from K to 12.





Michigan Blueprint *and* Program Review Tool

What does an exemplary arts program look like?

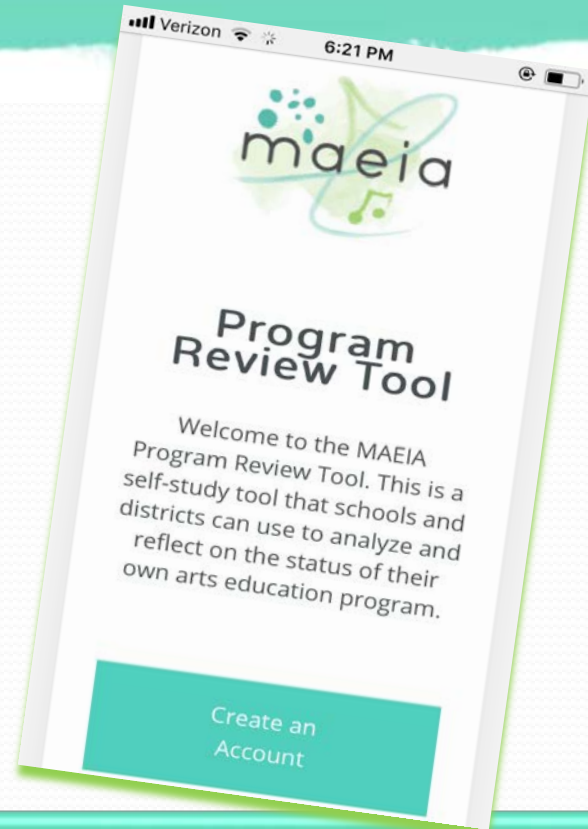


What tool would help my school/district evaluate its arts education program?



MAEIA Program Review Tool

- Self-study tool districts and schools can use to analyze and reflect on the status of their own arts education program
- Consists of questions that schools are asked to complete (approx 75).
- One or more questions are used to measure each Blueprint indicator.



Results can be used as part of the district and building school improvement process.

PRT: The Big Picture

- How much art programming, across which arts disciplines, is being offered to students?
- Do students have access to high quality facilities and instruction to support their educational needs?
- Do students have opportunities to engage in learning that emphasizes connections and understanding across the arts and between the arts and other subjects?
- What district policies are in place regarding arts education?
- What types of professional learning are provided for arts educators?
- Are there collaborations with community and cultural arts organizations, business and education organizations to enhance arts and career opportunities for students?
- Are the arts part of the school improvement process?

An indicator from the Blueprint...

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.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 needs.

Program Review Tool (Example)

A4: Differentiation for Students with Disabilities and English Learners

How is instruction differentiated for Students with Disabilities based on their IEPs and for English Learners? Enter the most applicable code as listed below. Enter one code only for each box. If instruction is not differentiated, enter "NONE."

Differentiated instruction

INC : Included in regular classroom instruction provided by certified arts educator (with or without support of a resource teacher)

RES : Instruction provided in separate classes by special education or English development specialists, not certified arts educators

NONE : Differentiated instruction is not provided.

Response

	Dance	Music	Theatre	Visual Arts
Students with Disabilities	NONE 	NONE 	NONE 	NONE 
English Learners	NONE 	NONE 	NONE 	NONE 

Advancing High Quality Arts Education Programs

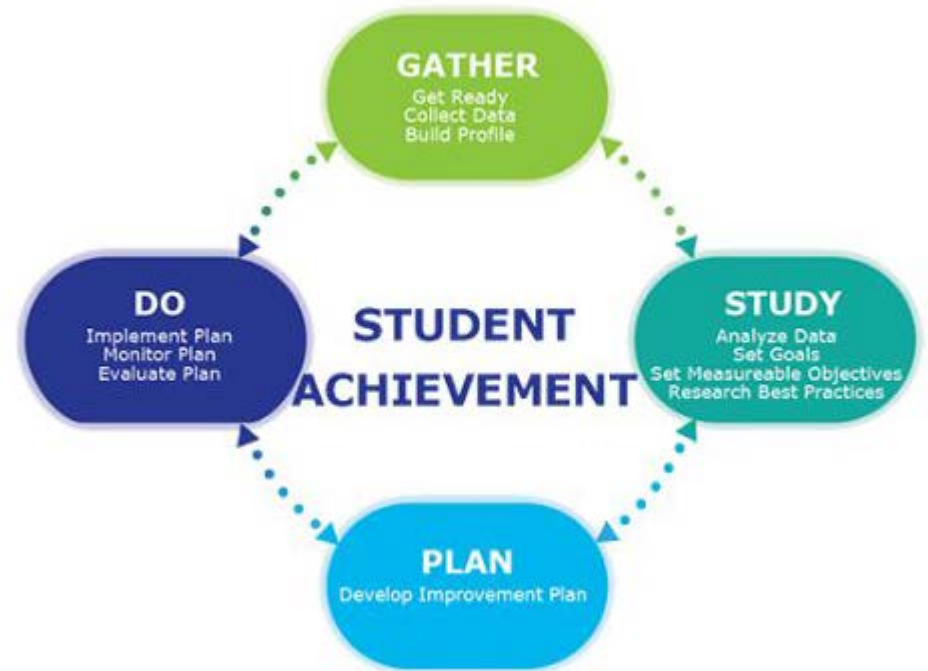
**Michigan Blueprint
of a Quality Arts
Education Program**

**Michigan Blueprint
Research and
Recommendations**



Why is the MAEIA Program Review Tool Important?

- School improvement is driven by data
- The *MAEIA Program Review Tool* provides you with data related to your arts program to help drive school improvement goals and strategies



PRT Supports ESSA and Top 10 in 10

- 2018-19 - Arts data in building and district-level Transparency Dashboards
- Comprehensive Needs Assessment > Arts PRT

Connections to ESSA Title Funding

- Title I—improving basic programs operated by state and local educational agencies.
- Title II—preparing, training, and recruiting high-quality teachers, principals, or other school leaders.
- Title III—language instruction for English learners and immigrant students.
- Title IV—21st century schools.

Title IV Part A Funding/Grants



- These grants to districts can help close the gap for well-rounded subjects including dance, media arts, music, theatre and the visual arts.
- USED guidance specific to Title IV-A can be found at the link below. (Oct. 2016)
<http://www2.ed.gov/.../elsec/leg/essa/essaagrntguid102120...>



**USED
Non-
Regulatory
Guidance**

*Student
Support and
Academic
Enrichment
Grants*

Page 6

Table 1. Overview of Examples of Allowable SSAE Uses of Funds*

Overview of Allowable SSAE Program Activities		
Well-Rounded Educational Opportunities (ESEA section 4107)	Safe and Healthy Students (ESEA section 4108)	Effective Use of Technology (ESEA section 4109)
<ul style="list-style-type: none"> Improving access to foreign language instruction, arts, and music education Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent⁵ enrollment programs and early college high schools⁶ Strengthening instruction in American history, civics, economics, geography, government education, and environmental education 	<ul style="list-style-type: none"> Promoting community and parent involvement in schools Providing school-based mental health services and counseling Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline Establishing or improving dropout prevention Supporting re-entry programs and transition services for justice-involved youth Implementing programs that support a healthy, active lifestyle (nutritional and physical education) Implementing systems and practices to prevent bullying and harassment Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse Establishing community partnerships 	<ul style="list-style-type: none"> Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement Building technological capacity and infrastructure Carrying out innovative blended learning projects Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology

*Note: This table provides examples of allowable activities and is not an exhaustive list. Please consult the statute for more information. The text of the ESEA, as amended by ESSA, is available at:

<http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>

PRT Field Test Process



PRT Field Test: Important Dates

- Talk with your principal, curriculum director, arts colleagues and SI team about the PRT purposes, uses, and benefits (**November**).
 - You can view the PRT paper version on the MAEIA website now.
- Obtain principal permission by **December 15**.
 - Scan and send principal permission to the MAC by December 15.
- Receive log-in information from the MAEIA Project.
- Log in and explore the PRT by **January 23**.
- Field Test Launch Webinar—**January 24** at 4:00 p.m.
- Complete your PRT between **January 25 and March 30, 2018**.
- Learn how to put your data to use!
 - **April 24** face-to-face session in the Lansing area (Mason)

Principal Permission for Participation

- Registrants will be sent a permission form for principals to sign.
 - Important for your attendance at a F2F session and because you'll be gathering school/district data (NO student-level data.)
- Reimbursement for F2F session participation:
 - Substitute teacher (max of \$120 per day).
 - Mileage at IRS-allowable rate (or hotel expense reimbursement). Max mileage *or* hotel of \$250.
Forms will be provided.
- Please obtain principal permission **by December 15.**

Once you have permission, you can log in to the PRT ...



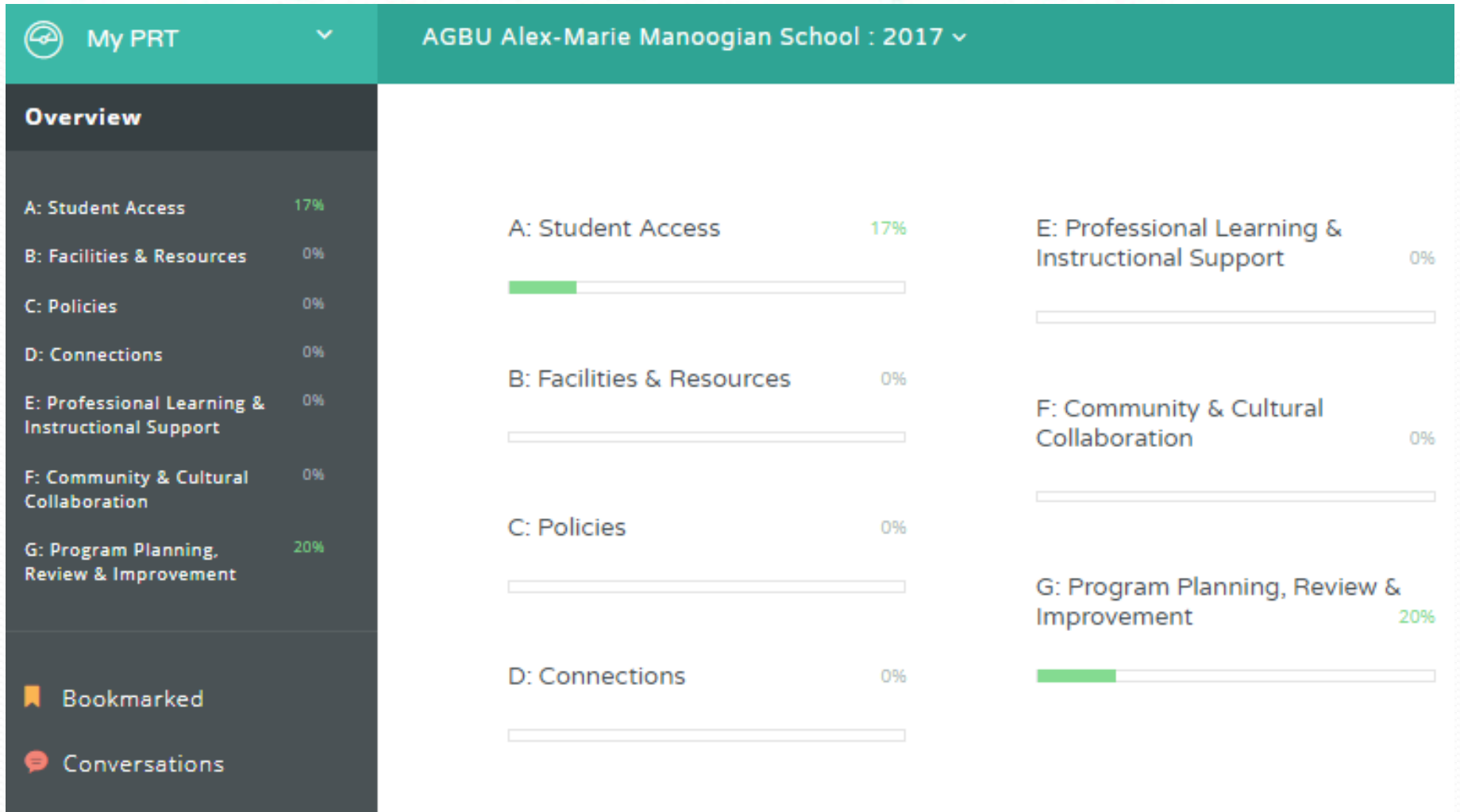
Program Review Tool

Welcome to the MAEIA Program Review Tool. This is a self-study tool that schools and districts can use to analyze and reflect on the status of their own arts education program.

[Create an Account](#)

Already have an account? [Sign In](#)

Sneak Preview: Online PRT



E: Professional Learning & Instructional Support 0%

See All Questions

F: Community & Cultural Collaboration 0%

G: Program Planning, Review & Improvement 0%

Bookmarked

Conversations

Numerical

Sorted

All Questions

A.2a: Certified Arts Educators as Primary Instructor

What number of certified non-arts educators are providing primary arts instruction?

A.2b: Certified Arts Educators as Primary Instructor

What number of certified arts instructors with required Michigan arts endorsement are providing instruction in each arts discipline?

A.2c: Certified Arts Educators as Primary Instructor

What number of instructors indicated in A2b received alternative certification as arts instructors in each arts discipline?

A.2d: Certified Arts Educators as Primary Instructor

For each grade in the school and each arts area enter the most applicable delivery code as listed below as the primary source for instruction.

A3: Total Number of Students Who Received Instruction in Each Arts Discipline

Total Number of Students Who Received Instruction in Each Arts Discipline at any time during the school year. Count each student only once within each discipline.

A4: Differentiation for Students with Disabilities and English Learners

How is instruction differentiated for Students with Disabilities based on their IEPs and for English Learners?

A5a: Total Number of Classes Offered in EACH arts discipline this school year.

A4: Differentiation for Students with Disabilities and English Learners

How is instruction differentiated for Students with Disabilities based on their IEPs and for English Learners? Enter the most applicable code as listed below. Enter one code only for each box. If instruction is not differentiated, enter "NONE."

Differentiated instruction

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RES : Instruction provided in separate classes by special education or English development specialists, not certified arts educators

NONE : Differentiated instruction is not provided.

Start Conversation

Send message through email.

Email

Message

Submit

Not sure? Start a conversation with someone who might know the answer!

Start a Conversation

Music	Theatre	Visual Arts
▼	NONE ▼	INC ▼
▼	NONE ▼	INC ▼

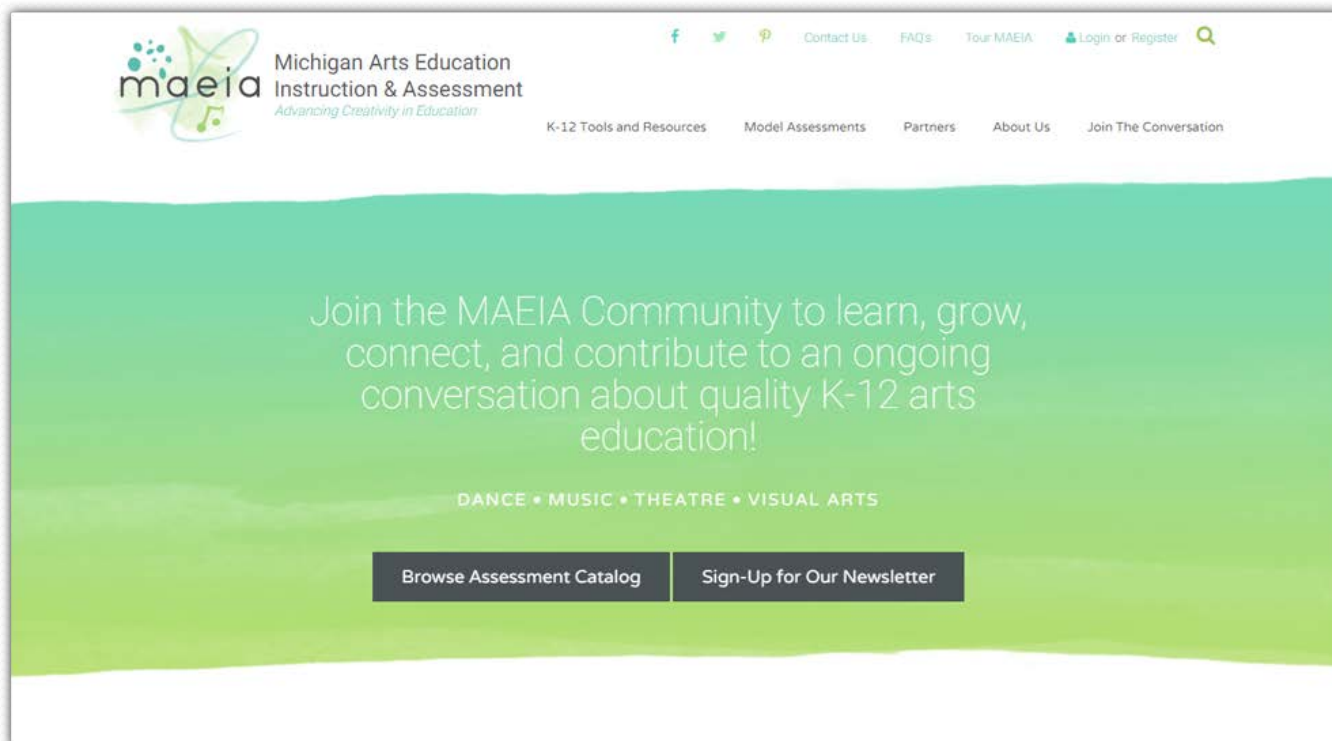
Notes

Leave a note to give context for your answer.

Leave a Note

Become familiar with the Program Review Tool *content*...

- Visit maeia-artsednetwork.org
- Download the ***PDF version of the PRT tool*** to learn about the types of arts data you'll gather.



Program Improvement

maeia-artsednetwork.org

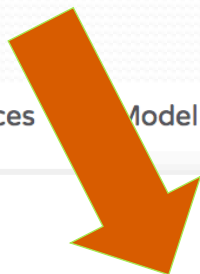
K-12 Tools and Resources

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PROGRAM IMPROVEMENT >

MAEIA Program Blueprint

MAEIA Research & Recommendations

MAEIA Program Review Tool

PROFESSIONAL LEARNING >

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Other Professional Learning Links

Program Improvement

The MAEIA Blueprint, Program Review Tool, Assessment Specifications and K-12 Model Assessments are resources intended to provide a roadmap for voluntary arts program improvement in Michigan schools.

Michigan Blueprint of a Quality Arts Education Program

The Michigan Blueprint of a Quality Arts Education Program describes the highest standards of successful arts education programs in dance, music, theatre and visual arts.

 [MAEIA Blueprint](#)

MAEIA Research & Recommendations

Michigan Arts Education Blueprint Research and Recommendations document below is a companion document to the Blueprint. Discipline-specific versions, anticipated in October 2016, address research and recommendations of arts education in the disciplines of dance, music, theatre and visual arts.

 [All-Disciplines Research & Recommendations](#)

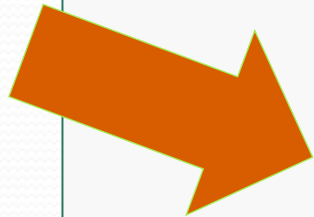
MAEIA Program Review Tool

The Michigan Arts Education Program Review tool is a self-study tool for districts and schools to use to analyze their own arts education program. An interactive web-based version is under development.

[Find out more](#) >

[Register for the Field Test!](#) >

[Old PRT pdf](#) >



Your Next Steps

- **Register** for the PRT Field Test (if you haven't already)
 - <https://www.surveymonkey.com/r/PRTfieldtest2018>
- **Become familiar** with the Program Review Tool content and what you can learn about your school/district.
 - <https://maeia-artsednetwork.org/program-improvement/#program-review-tool>
- **Talk with your principal**, administrators, curriculum director, arts colleagues, and SI team about the PRT purposes, uses, and benefits.
- Obtain **principal permission** (we'll send you the form).
- Mark your **calendar** for the webinar on **January 24** at 4:00 p.m. and for **April 24 (F2F)** (9:00-3:00 p.m.)

Contact Us

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