



STRATEGY GUIDE: MAEIA Michigan Blueprint of a Quality Arts Education Program



How to use this document: This document displays the criteria in the [Michigan Blueprint of a Quality Arts Education Program](#) and provides references to the companion [Research and Recommendations](#). After completing the [Arts Education Program Review Tool](#), a self-study tool for schools/districts aligned to the Blueprint criteria, use this document to find guidance on best practice. (This information is also available in the online version of the Program Review Tool.) For a step-by-step implementation process for the Program Review Tool and key components of such a quality arts education program, refer to the documents: [PLANNING TOOL: MAEIA Arts Education Program Review Tool \(PRT\)](#) and [PLANNING TOOL: Implementing MAEIA Resources for Arts Instruction and Assessment](#)

Essential Criteria How does this component contribute to the overall outcome of this practice?	“Gold Standard” for Implementing a Critical Component What would you see when this component is implemented well?	Research and Recommendations for Implementing the “Gold Standard”
A. STUDENT ACCESS <i>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.</i>	<ul style="list-style-type: none"> • A.1. Curriculum: <ul style="list-style-type: none"> ○ The arts are included as part of a well-rounded education; are age appropriate, experiential, process-oriented, and build essential skills K-12 for continuity. • A.2. Certified Arts Educators as Primary Instructor(s): <ul style="list-style-type: none"> ○ Dance, music, theatre and visual arts are taught by certified arts educators with required Michigan arts endorsement.* ○ There is at least 1 full-time certified arts educator per discipline per building to accommodate the size of the population and number of sub-disciplines offered. • A.3. Student Enrollment: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Students with disabilities, English Language Learners and those with special needs have equal access with appropriate accommodations in a gold standard program • A.5. Course Enrollment/Course Offerings <ul style="list-style-type: none"> ○ Arts education curricular courses, co-curricular, and extracurricular offerings are available to meet the needs of students. 	Research and Recommendations Section A: Student Access Dance Pgs. 8-11 Music Pgs. 35-38 Theatre Pgs. 60-65 Visual Arts Pgs. 93-97 Readers are encouraged to visit the Michigan Department of Education website for information about state endorsements in the arts.

*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



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	<ul style="list-style-type: none">• A.6. Time Provided for Visual and Performing Arts<ul style="list-style-type: none">○ 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○ 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.• A.7. Community, Cultural Organizations, and Universities Provide Supplemental Arts Instruction<ul style="list-style-type: none">○ 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.	



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<p>B. FACILITIES AND RESOURCES</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • B.1. Total Number of Dedicated Classrooms and Multipurpose Rooms Used for the Arts <ul style="list-style-type: none"> ○ There are dedicated classrooms and multipurpose classrooms appropriately designed and equipped for instruction in each of the arts disciplines • B.2. Technology Usage: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 	<p>Research and Recommendations</p> <p>Section B: Facilities and Resources</p> <p>Dance Pgs. 12-14</p> <p>Music Pgs. 39-41</p> <p>Theatre Pgs. 65-70</p> <p>Visual Arts Pgs. 97-102</p>
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	<p>participate in the activity either for free, or with the support of funds raised by the program.</p> <ul style="list-style-type: none"> • B.8. Additional Funding: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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. 	
<p>C. POLICIES AND ACCOUNTABILITY</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • C.1. Local School Board of Education Policy: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> • 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. 	<p><u>Research and Recommendations</u></p> <p>Section C: Policies and Accountability</p> <p>Dance Pgs. 15-21 Music Pgs. 42-48 Theatre Pgs. 70-78 Visual Arts Pgs. 102-108</p>



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	<ul style="list-style-type: none"> • C.4. Policy for Arts Education as a Requirement at the Elementary Level: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ The arts are given equal weight in determining student grade point averages. • C.8. Policy Requiring Students be College and Career Readiness: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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. 	



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	<ul style="list-style-type: none"> • C.10. Policy Calling for Curriculum Alignment with Standards: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ The district has a policy of hiring only certified music, dance, theatre, and visual arts educators with the required Michigan endorsements. • C.13. Policies for Professional Learning for Certified Arts Educators: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ The district has policies that support the participation of all certified non-arts educators in professional learning in the arts 	



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<p>D. CONNECTIONS</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • D.1. Certified Arts Educators and Non-Arts Educators Develop Multi-Disciplinary Partnerships Within and Across Grade Levels: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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. 	<p><u>Research and Recommendations</u></p> <p>Section D: Connections</p> <p>Dance Pgs. 22-26</p> <p>Music Pgs. 48-52</p> <p>Theatre Pgs. 78-84</p> <p>Visual Arts Pgs. 108-113</p>



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<p>E. PROFESSIONAL LEARNING AND INSTRUCTIONAL SUPPORT</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • E.1. Instructional Support: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 • E.4. Use of District-wide Meetings for Professional Learning <ul style="list-style-type: none"> ○ Time is allocated during district-wide meetings for arts-related professional learning for certified arts educators and the greater school community 	<p><u>Research and Recommendations</u></p> <p>Section E: Professional Learning and Instructional Support</p> <p>Dance Pgs. 27-29</p> <p>Music Pgs. 53-55</p> <p>Theatre Pgs. 84-87</p> <p>Visual Arts Pgs. 113-116</p>



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<p>F. COMMUNITY AND CULTURAL COLLABORATION</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> F.1. Partnerships for Credit-Earning Opportunities: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	<p><u>Research and Recommendations</u></p> <p>Section F: Community and Cultural Collaboration</p> <p>Dance Pgs. 29-32</p> <p>Music Pgs. 56-58</p> <p>Theatre Pgs. 87-90</p> <p>Visual Arts Pgs. 116-119</p>



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<p>G. PROGRAM PLANNING, REVIEW AND IMPROVEMENT</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • G.1. Board-Approved Arts Education Plan: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ The district and building School Improvement Plans include goals across all strands for strengthening the arts education program. • G.3. Periodic Review of the Impacts of the Arts Education Program: <ul style="list-style-type: none"> ○ 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. 	<p><u>Research and Recommendations</u></p> <p>Section G: Program Planning, Review and Improvement</p> <p>Dance Pgs. 32-34</p> <p>Music Pgs. 58-60</p> <p>Theatre Pgs. 91-92</p> <p>Visual Arts Pgs. 119-121</p>