Michigan Arts Education
Instruction and Assessment
Program Review Tool
Why is arts education vital for all students?

“The systems they (the Arts) nourish, which include our integrated sensory, attentional, cognitive, emotional, and motor capacities, are, in fact, the driving forces behind all other learning.”

--Eric Jensen

Eric Jensen is a former teacher and educational leader. For more than two decades, he has synthesized brain research and developed practical applications for educators.
Use the Arts Education Program Review Tool to assess and improve your arts program.

https://maeia-artsednetwork.org
Purposes of this Module

- Provide an overview of the MAEIA Project
- Introduce the Michigan Blueprint for a Quality Arts Program
- Explain the Arts Education Program Review Tool
  - Purposes and benefits of the PRT
  - Connections to school and district continuous improvement process and possible funding
- Show how to get started with the Program Review Tool in your school or district
- Show a preview of the online PRT
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.
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 Partners and Friends

- Michigan Council for Arts and Cultural Affairs
- State Education Agency Directors of Arts Education
- New Hampshire Department of Education
- Arts Education Partnership
- Michigan Youth Arts Festival
- Michigan Dance Council
- Peckham
- Culture Source
- Michigan Elementary and Middle School Principals Association
- Michigan Art Education Association

https://maeia-artsednetwork.org/articles/maeia-partners-and-friends-shared-values-shared-resources/
# MAEIA Resources by Purpose

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<thead>
<tr>
<th>Program Improvement</th>
<th>Promote Student Learning</th>
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<tbody>
<tr>
<td>• Blueprint of a Quality Arts Education Program</td>
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<td>• Research and Recommendations</td>
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<td>• Arts Education Program Review Tool</td>
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<td>• Professional Learning</td>
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<td>• Michigan Arts Education Assessment Specifications</td>
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<td>• 360 Model Arts Assessments in Dance, Music, Theatre, and Visual Arts</td>
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<td>• Professional Learning</td>
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Advancing High Quality Arts Education Programs

Michigan Blueprint of a Quality Arts Education Program

Michigan Blueprint Research and Recommendations
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**          | **B. Facilities and Resources** |
| SIF Strand I: Teaching for Learning | SIF Strand II: Leadership for Learning |
| **C. Policies and Accountability** | **D. Connections** |
| SIF Strand II: Leadership for Learning | SIF Strand I: Teaching for Learning |
| **E. Professional Learning and Instructional Support** | **F. Community Culture and Environment** |
| SIF Strand III: Professional Learning Systems | SIF Strand I: Teaching for Learning |
| **G. Program Planning, Review, and Improvement** | **H. Progress and Improvement** |
| SIF Strand I: Teaching for Learning | SIF Strand II: Leadership for Learning |

C. POLICIES AND ACCOUNTABILITY
In a district with well-rounded 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, families, teachers, and communities.

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 core curricular areas, arts instructional time at the elementary and secondary levels, high school graduation requirements in the arts, minimum learning requirements for certified arts educators, comparable inclusion of arts in grade and course offerings, and the use of community and cultural organizations for supplemental arts instruction.

C.2. Early Learning or Pre-K Arts Education Standards
The district has programs that develop, support, and maintain early childhood, artistic, and visual arts curricula that extend 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 programs that develop, support, and maintain K-12 curricula that extend district- and state- and meet national standards and policies for the district from K-12.
Seven Criteria of a Quality Arts Education Program
Michigan Blueprint

“The Michigan Blueprint of a Quality Arts Education is an exceptionally well-developed, research-based document that will assist you in having meaningful conversations about arts education with your colleagues, administrators and school board.”

Amy Pobanz, Art Teacher
Bay City, MI
Michigan Blueprint and Program Review Tool

What does an exemplary arts program look like?

What tool can help my school/district review its arts education program?

Michigan Blueprint of a Quality Arts Education Program

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.
What can the PRT help you do?

Clarify the moving parts of your arts program and give you a tool to evaluate and talk about your program.

Identify strengths and areas for improvement: program-wide, or within arts disciplines.

Enhance your building- or district-wide conversations about the arts, within the context of the Michigan continuous improvement process.
Why is it important to use the Program Review Tool?

- Continuous improvement is driven by data.

- The **Program Review Tool** provides you with data related to your arts program to help drive **Continuous Improvement** goals and strategies.

- Some types of **funding** are connected to your district’s MICIP plan.

**The MICIP Process**
How can you use your PRT results?

- PRT results will help you create a written improvement plan for the arts and contribute to continuous improvement planning in your school/district.

- PRT results provide data that is useful for administrators and your district’s bargaining team to use in determining things such as:
  - FTEs of highly qualified arts teachers
  - Release time for professional learning for arts educators
  - Funding allocated for arts programming, including after-school programs, facilities and equipment, etc.

  TIP: Read this blog post to learn about advocating for the arts.
Program Review Tool: A closer look

- 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 continuous 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/district continuous improvement process?
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.
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**

<table>
<thead>
<tr>
<th></th>
<th>Dance</th>
<th>Music</th>
<th>Theatre</th>
<th>Visual Arts</th>
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<tbody>
<tr>
<td>Students with Disabilities</td>
<td>NONE</td>
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<td>NONE</td>
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<td>English Learners</td>
<td>NONE</td>
<td>NONE</td>
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Why is it important to use the Program Review Tool?

- Continuous improvement is driven by data.

- The Program Review Tool provides you with data related to your arts program to help drive Continuous Improvement goals and strategies.

- Some types of funding are connected to your district’s MICIP plan.
Connections to Funding
ESSA: Mapping Opportunities for the Arts

https://www.ecs.org/essa-mapping-opportunities-for-the-arts/
Title Funds

- Title I: Improving Basic Programs Operated by State and Local Education Agencies

- Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders – equitable access to effective teaching

- Title IV: 21st-Century Schools

and more…
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/essaessaegrantguid102120...
In 2011, the California Alliance for Arts Education began a policy initiative to help schools and districts understand how arts strategies can support Title I goals.

A short, animated video explains how Title I funding works and the connections between evidence-based arts strategies and achieving student success through academic support, student engagement, family and community involvement, and positive school climate and culture.

*Title I and the Arts:
https://www.title1arts.org/home-c1e0u*
Getting Started with the Program Review Tool
Getting Started: Resources

- **PRT Quick Start Guide**
- **PRT Planning Tool**
Quick Start Guide

Step 1: Get Ready

- Visit maeia-artsednetwork.org to browse resources related to the PRT.

- View an Overview of the Program Review Tool.

- Download the PDF version of the PRT tool to learn about the types of arts data you’ll gather.

- Become familiar with the companion resources available to support program improvement.
Quick Start Guide
Step 2: Connect with Your Colleagues

- **Meet** with your superintendent, your principal, and other administrator(s) to explain the PRT and how using it can benefit your school/district.

- **Recruit a team** to do the PRT data collection collaboratively. And, communicate with your school improvement/continuous improvement coordinator(s). Remember, the data collected in the PRT can feed into your continuous improvement process!

- **Decide** how you want to complete the PRT (by individual school, or by district). You can also collect data on one, or all, of your arts disciplines.
MAEIA and PRT “Talking Points”

To help you tell your colleagues about the purpose and benefits of the Program Review Tool:

- Program Review Tool one-page description
- MAEIA Infographic
Quick Start Guide
Step 3. Create a PRT account

- **Register** to create an account in the online PRT for your school or district, then receive a login from the MAEIA Project.

- **Important!** One account is permitted at the district level, and each school can have one account.

[https://maeiaprogramreviewtool.org/](https://maeiaprogramreviewtool.org/)
Quick Start Guide
Step 4: Collect your data; enter it in the online PRT.

- **Create a plan/organizer** to collect the data and enter it into the online PRT. (Where will you get the data? By when? Who is assigned to collect the data?)

- **Tip:** You can work on the sections of the PRT in any order, save your data, and come back to it later.
## Arts Education Program Review Tool

<table>
<thead>
<tr>
<th>Section A: Student Access</th>
<th>Where will you get this data?</th>
<th>Person who will collect the data</th>
<th>Due date</th>
<th>Status/Notes</th>
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<td>Question A1: School Enrollment</td>
<td>Pupil Accounting Office or School Secretary</td>
<td>John Doe</td>
<td>October 1</td>
<td>John started collecting this data.</td>
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<td>Question A2a: Etc.</td>
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<tr>
<td>Question A2b: Etc.</td>
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<tr>
<td>Etc.: Etc.</td>
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<tr>
<th>Section B: Facilities and Resources</th>
<th>Where will you get this data?</th>
<th>Person who will collect the data</th>
<th>Due date</th>
<th>Status/Notes</th>
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<tr>
<th>Section C: Policies and Accountability</th>
<th>Where will you get this data?</th>
<th>Person who will collect the data</th>
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Quick Start Guide

Step 5: Review and print your report

- After you collect your data and enter it into the online PRT, **review the report of your data online**, along with the research and recommendations associated with each criteria of the Michigan Blueprint for a Quality Arts Program.

- **Print a PDF copy** of your report.
Quick Start Guide
Step 6: Develop a written plan for your Arts program

- Work with your arts colleagues and others to **identify** strengths and areas for improvement in your PRT results.

- **Prioritize the needs** for improvement identified from your PRT results and create a 3- to 5-year Plan for Arts Education (activities/action steps and aligned funding to strengthen your school and/or district arts program).

- **Use the data** about your arts program to help shape **continuous improvement goals** and strategies in your school and/or district.
Getting Started: Resources

- PRT Quick Start Guide
- PRT Planning Tool
Planning Tool for the PRT

The Planning Tool lays out the detailed activities involved in using the PRT, in the MI-CIP steps of Plan/Get Ready, Implement, Monitor, and Evaluate.

- Plan/Get ready!
- Implement
- Monitor
- Evaluate

Preview of the online Program Review Tool
Preview: Online PRT

**Overview**

- A: Student Access: 17%
- B: Facilities & Resources: 0%
- C: Policies: 0%
- D: Connections: 0%
- E: Professional Learning & Instructional Support: 0%
- F: Community & Cultural Collaboration: 0%
- G: Program Planning, Review & Improvement: 20%

**Bookmarked**

**Conversations**
Navigation Tips--Inside the PRT

Once you register for the PRT and begin to complete it, you can:

- Complete sections as you gather data. Get a complete overview of your progress right from your dashboard.
- Bookmark questions to come back to later.
- Ask for help. Start a conversation to tag somebody in.
- Save and come back at anytime.

Start PRT
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?
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<td></td>
<td>NONE</td>
<td>INC</td>
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Notes

Leave a note to give context for your answer.

Start a Conversation

Send message through email.
Review the report of your data online, along with the research and recommendations associated with each criteria of the Michigan Blueprint for a Quality Arts Program.

Print a PDF copy of your report to aid in discussions with colleagues about your results.
Tips for Success

**Become familiar with** the Program Review Tool content and what you can learn about your school/district.  
https://maeia-artsednetwork.org/review-and-improve-your-arts-program/

**Talk with** your principal, administrators, curriculum director, arts colleagues, and Continuous Improvement team about the PRT purposes, uses, and benefits.

**Recruit a small team** to help you complete the PRT.

Use the **Quick Start Guide** and/or the **Planning Tool** to get started and complete the PRT.
Contact Us

MAEIA Project
517-816-4520
maeia.artsed@gmail.com