



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.



MAEIA's Arts Education Program Review Tool

- Use the Arts Education **Program Review Tool** to assess and improve your arts program.





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

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

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 SIF Strand I: Teaching for Learning	B. Facilities and Resources SIF Strand II: Leadership for Learning	C. Policies and Accountability SIF Strand III: Professional Learning Systems
D. Connections SIF Strand I: Teaching for Learning	E. Professional Learning and Instructional Support SIF Strand III: Professional Learning Systems	F. Community and Cultural Engagement SIF Strand IV: Program Planning, Review, and Improvement
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

“

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 Qty, 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?



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



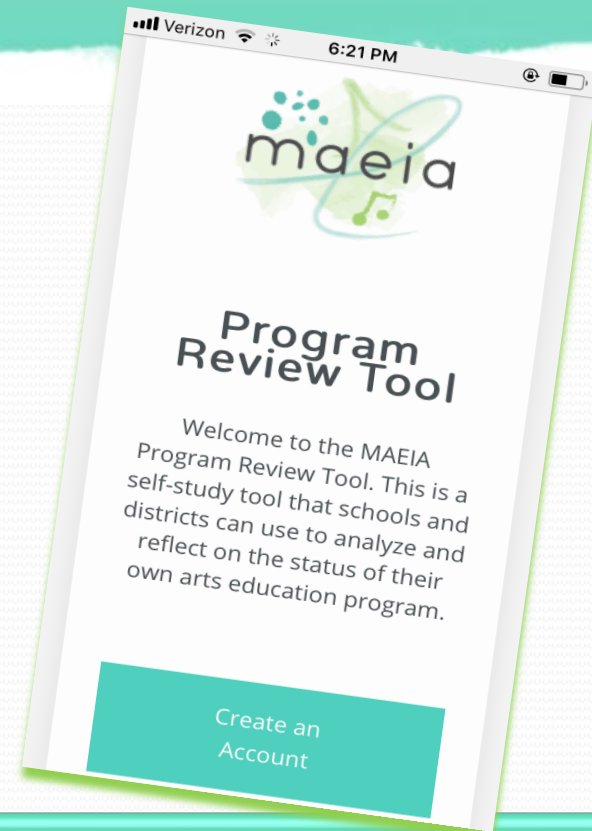


How can you use your PRT results?

- 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.



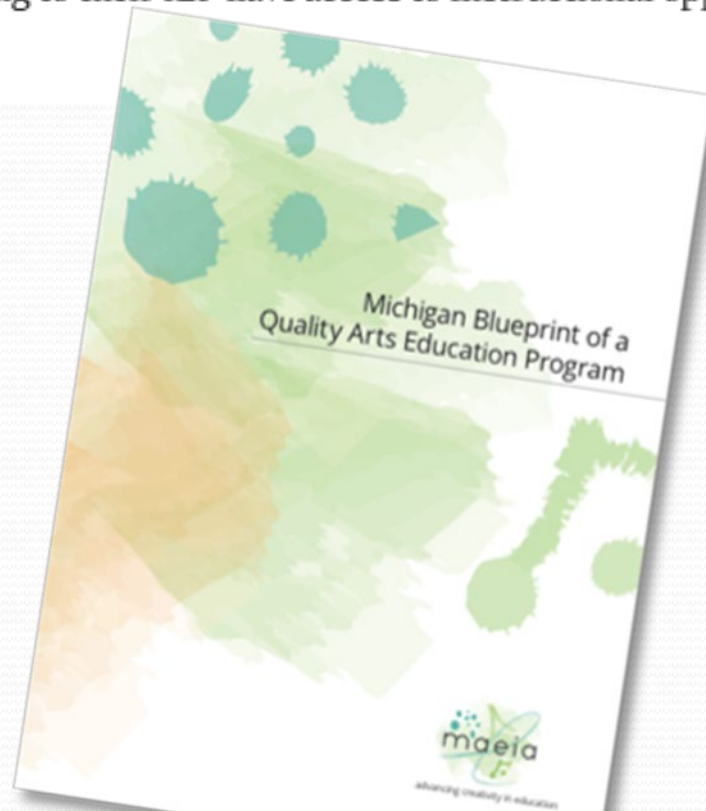
PRT: The Big Picture

- 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?

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

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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	✓

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The MICIP Process





Connections to Funding



ESSA: Mapping Opportunities for the Arts

<https://www.ecs.org/essa-mapping-opportunities-for-the-arts/>

The graphic features a purple-tinted background image of a teacher and students working together. In the top left corner, the 'EDUCATION COMMISSION OF THE STATES' logo is displayed with the tagline 'Your education's on my team.' To its right is the 'ARTS EDUCATION PARTNERSHIP' logo. The date 'FEB 2018' is in the top right. The main title 'ESSA: Mapping Opportunities for the Arts' is centered in large white text. Below the title, the section 'A New Era for the Arts In Education' is followed by a paragraph about the Every Student Succeeds Act (ESSA). To the right, a list of 'MAPPING OPPORTUNITIES FOR THE ARTS IN ESSA' includes Title I, Part A, Accountability, Assessments, State Plans, Stakeholder Engagement, Well-Rounded Education, and Tiers of Evidence. At the bottom, two buttons link to 'ESSA and the Arts: Frequently Asked Questions' and 'About AEP and the ESSA/Well-Rounded Working Group'. The footer contains the '@EdCommission' and '@AEP_Arts' social media handles.

EDUCATION COMMISSION OF THE STATES
Your education's on my team.

ARTS EDUCATION PARTNERSHIP

FEB 2018

ESSA: Mapping Opportunities for the Arts

A New Era for the Arts In Education

In December 2015, the U.S. Congress passed the Every Student Succeeds Act (ESSA) and, with it, ushered in a new era of education policy in America. Leaving behind many of the most criticized aspects of its predecessor, No Child Left Behind (NCLB), this new incarnation of the primary federal legislation guiding K-12 education provides state and district leaders with increased flexibility to best meet the needs of all students. This increased flexibility allows these leaders to look beyond the traditional methods of approaching student achievement and find innovative solutions for ensuring that all students have the opportunity to experience a well-rounded education — one that pushes beyond the subjects of reading, writing and mathematics, and includes the arts, sciences and humanities as essential components.

MAPPING OPPORTUNITIES FOR THE ARTS IN ESSA:

- Title I, Part A
- Accountability
- Assessments
- State Plans
- Stakeholder Engagement
- Well-Rounded Education
- Tiers of Evidence

ESSA and the Arts: Frequently Asked Questions

About AEP and the ESSA/Well-Rounded Working Group

@EdCommission @AEP_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...

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/essa_ssaegrantguid102120...

Title I and the Arts

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

PLANNING TOOL: MAEIA Arts Education Program Review Tool (PRT)

How to use this document: This document describes the step-by-step implementation process for the MAEIA Arts Education Program Review Tool (PRT), a self-study tool for schools and districts that is aligned to the criteria in the Michigan Blueprint of a Quality Arts Education Program. After completing the Program Review Tool, use the Strategic Guide: MAEIA Michigan Blueprint of a Quality Arts Education Program document to find guidance on best practice, and refer to the complete compendium of Research and Recommendations. For more information, visit the Michigan Arts Education Instruction and Assessment (MAEIA) website.

Getting Ready to Implement	Implement	Monitor the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
<p>QUESTIONS: How will we ensure READINESS for implementation? How will we ensure that staff and administrators have the KNOWLEDGE AND SKILLS to implement? How will we ensure OPPORTUNITY for high quality implementation of the strategy?</p> <p>ACTIVITY: Background Information The Michigan Blueprint of a Quality Arts Program, the Arts Education Program Review Tool, and the Research and Recommendations compendium provide a roadmap for voluntary arts program improvement in Michigan schools. These resources were created by the Michigan Arts Education Instruction and Assessment (MAEIA) Project, which was commissioned by the Michigan Department of Education in support of local districts and school efforts to provide the highest quality arts education to Michigan students K-12.</p> <p>Visit the <u>MAEIA website</u> to learn about the purpose of the <u>Arts Education Program Review Tool (PRT)</u> and the types of data that will be collected. You can also view the companion resources mentioned in the introduction above.</p> <p>View an <u>Overview of the Program Review Tool</u>.</p> <p>Have an informational meeting with your superintendent, your principal, and other</p>	<p>QUESTIONS: How will we ensure HIGH QUALITY implementation of the strategy? What are the activities during implementation?</p> <p>ACTIVITY: Assess Needs Collect your data and enter it into the <u>online PRT</u>. Print your report.</p> <p>Review your data as a whole with your Arts Ed Leadership team. (Team Leader will print the report and show it to the team online.)</p> <p>Identify strengths/assets and challenges from your data (see sheet).</p> <p>Meet with administration and superintendent to share the results (within building, across district, etc.).</p> <p>Prioritize the strengths and challenges you identified.</p> <p>Develop a 3-5 year plan Refer to the <u>Michigan Blueprint of a Quality Arts Program</u> and the <u>Research and Recommendations</u> compendium to develop a written Arts Ed Plan (action plan) related to the strengths and challenges you identified.</p>	<p>QUESTIONS: How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION? How will we ensure the strategy is MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?</p> <p>ACTIVITY: Monitor Monitor interim targets and goals for arts programming and monitor interim targets and goals for student impact. -Make notes within your Arts Ed Plan document regarding the status of each activity and next steps. -Be sure to communicate the status to your Arts Ed Leadership team, administrators, and other colleagues.</p> <p>Develop a calendar for monitoring the targets and goals (set meeting dates).</p>	<p>QUESTIONS: How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy is EVALUATED? How will we ensure the strategy's IMPACT ON STUDENT ACHIEVEMENT is EVALUATED?</p> <p>ACTIVITY: ANNUALLY EVALUATE ...the interim targets and goals for the current plan.</p> <p>DETERMINE ...the need and timeline to re-administer the Program Review Tool or portions of it to evaluate progress and effects.</p> <p>MODIFY EXISTING ARTS ED PLAN BASED ON DATA. Determine specific actions (continue, discontinue, modify, expand/generalize) to other content areas within the arts, for example:</p>

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Developed for the Michigan Bank
Template designed by Ben Bosworth, School Improvement Consultant at Kent ISD/modified by Lisa Guzzardo Adams, School Improvement Consultant at Macomb ISD

March 2021 — Michigan Arts Education Instruction & Assessment: Advancing Creativity in Education
maeia-artsednetwork.org — 517.816.4520


Quick Start Guide
for the Arts Education Program Review Tool (PRT)

maeia
maeia-artsednetwork.org/educator

Use the Arts Education Program Review Tool—a research-based, online self-study tool—to compare your school or district arts program to the criteria described in the Michigan Blueprint of a Quality Arts Program and identify program strengths and opportunities for improvement.


1. Get Ready

- Visit the MAEIA website to learn about the purpose and benefits of the Program Review Tool, and familiarize yourself with the types of data that will be collected.
- View an Overview of the Program Review Tool.
- View the printable version of the PRT.
- Become familiar with the companion resources available to support program improvement.



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 arts discipline, by individual school, or by district).



3. Create an account for the online PRT

- Register to create an account for the online PRT for your school or district, then receive a login from the MAEIA Project's PRT Manager.
- Important! Only one account is permitted at the district level, and each school can have one account.

<https://maeiaprogramreviewtool.org/>



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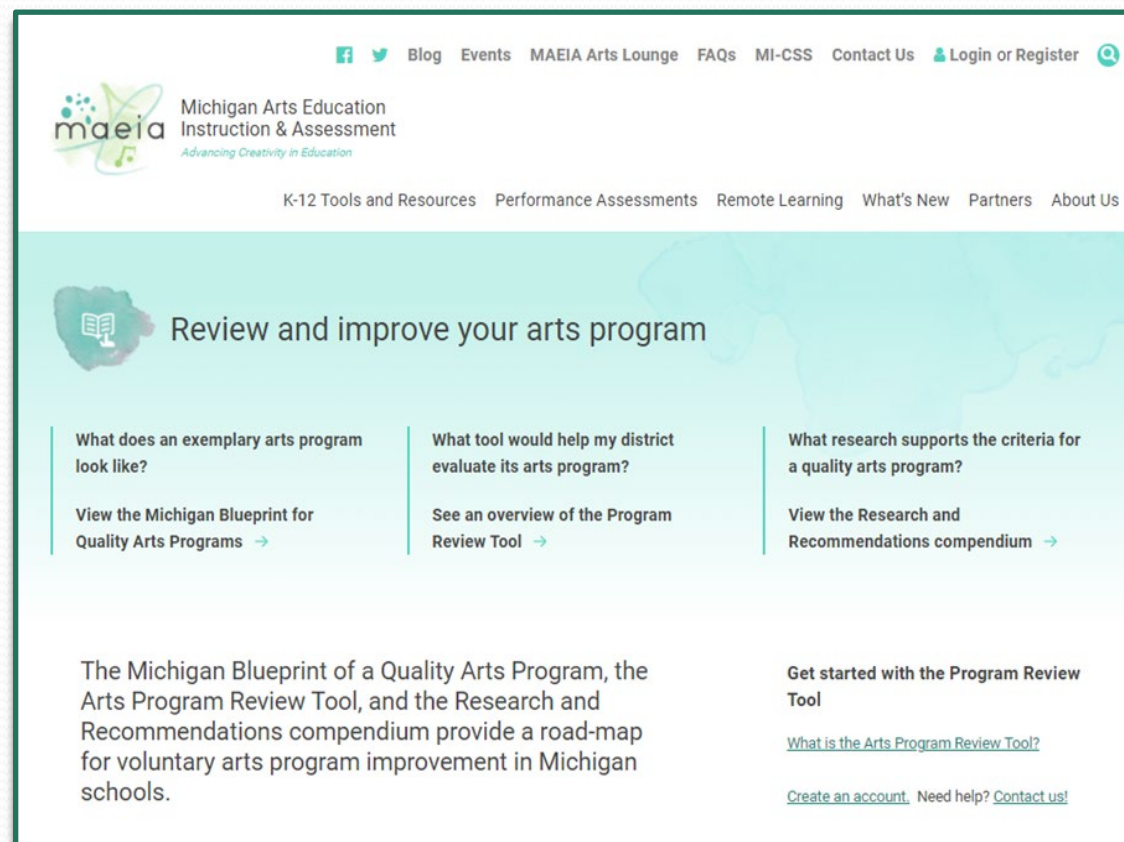
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December 2020

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.

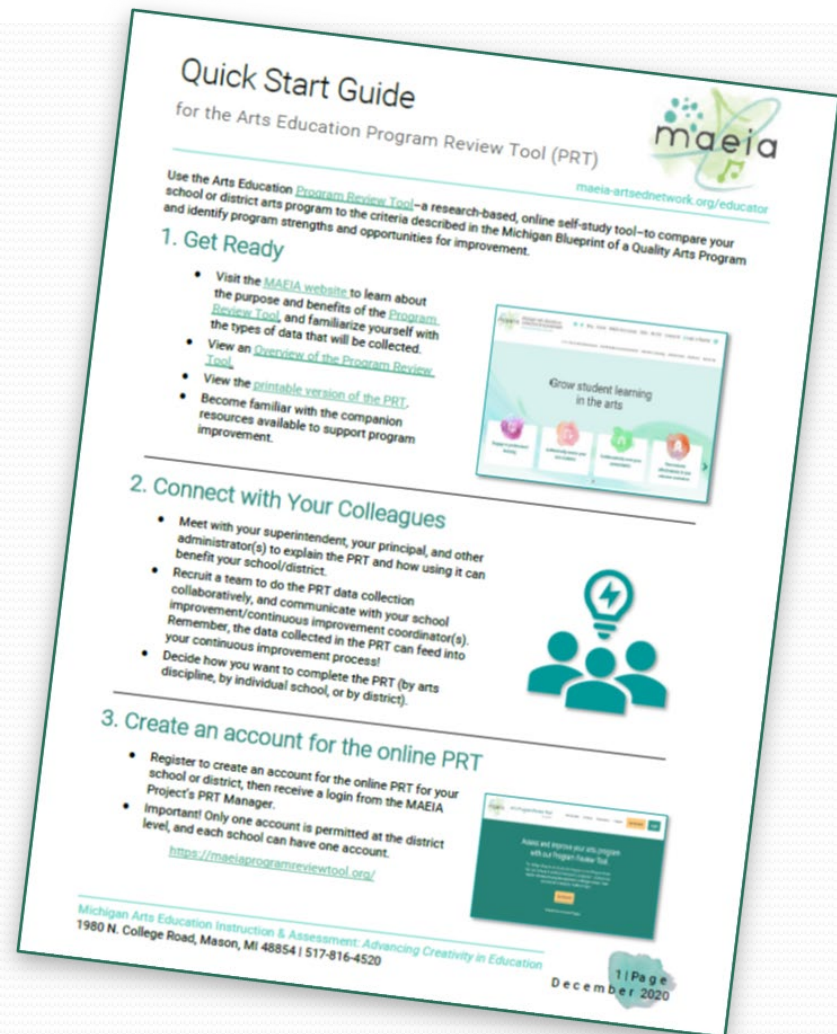
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Quick Start Guide

Step 2: Connect with Your Colleagues

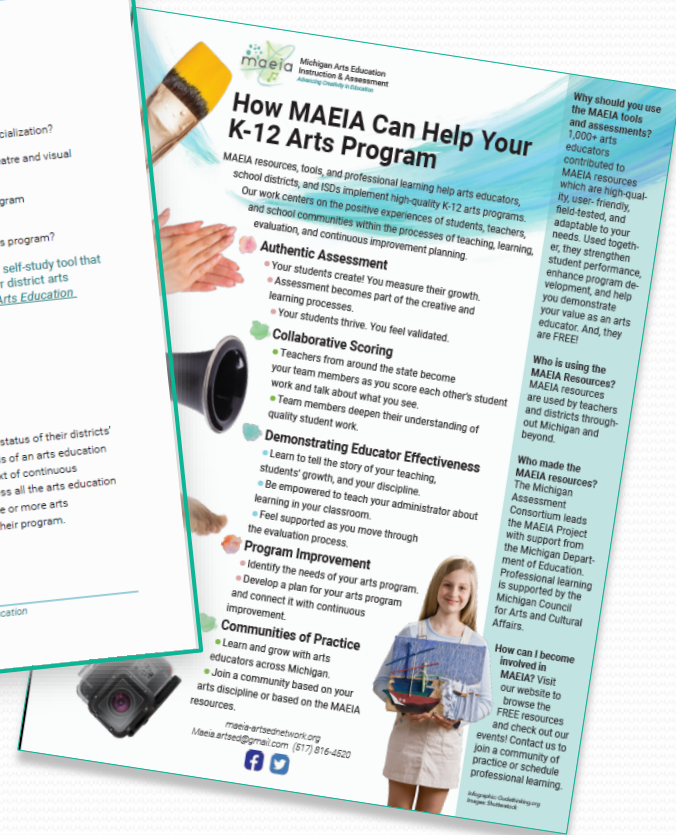
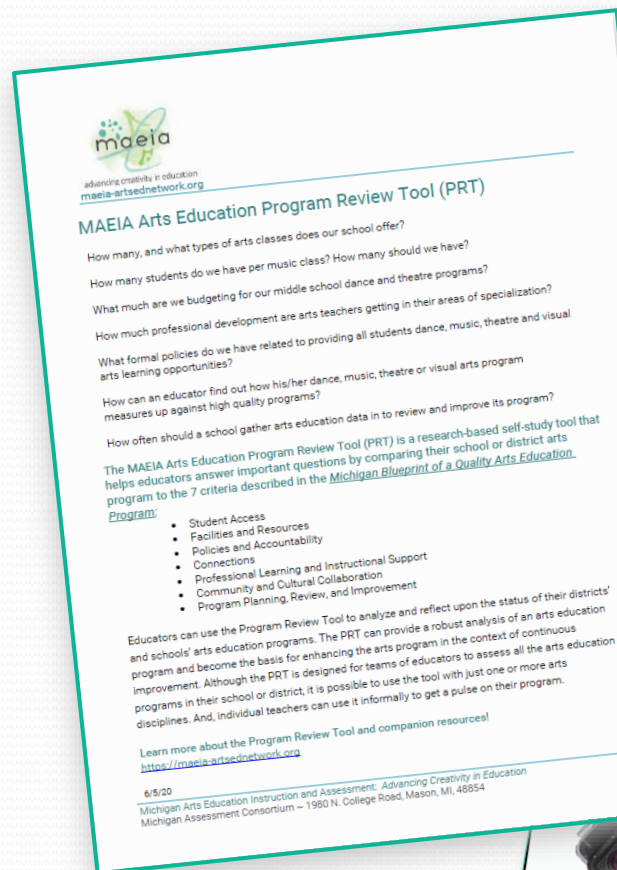
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- **Decide** how you want to complete the PRT (by individual school, or by district). You can also collect data on one, or all, of your arts disciplines.



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](#)

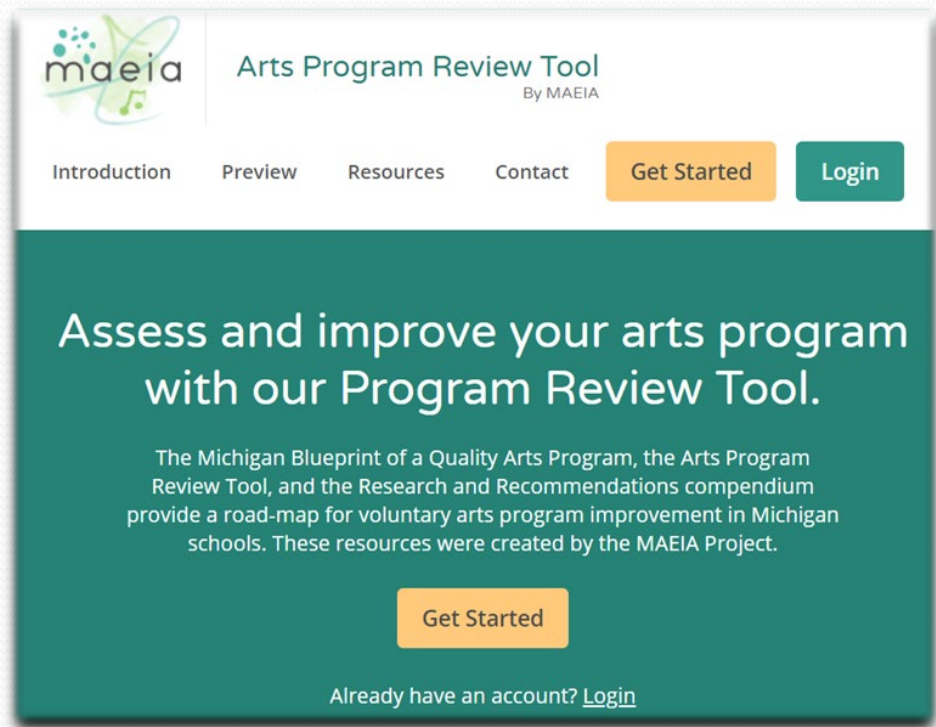


Quick Start Guide

Step 3. Create a PRT account

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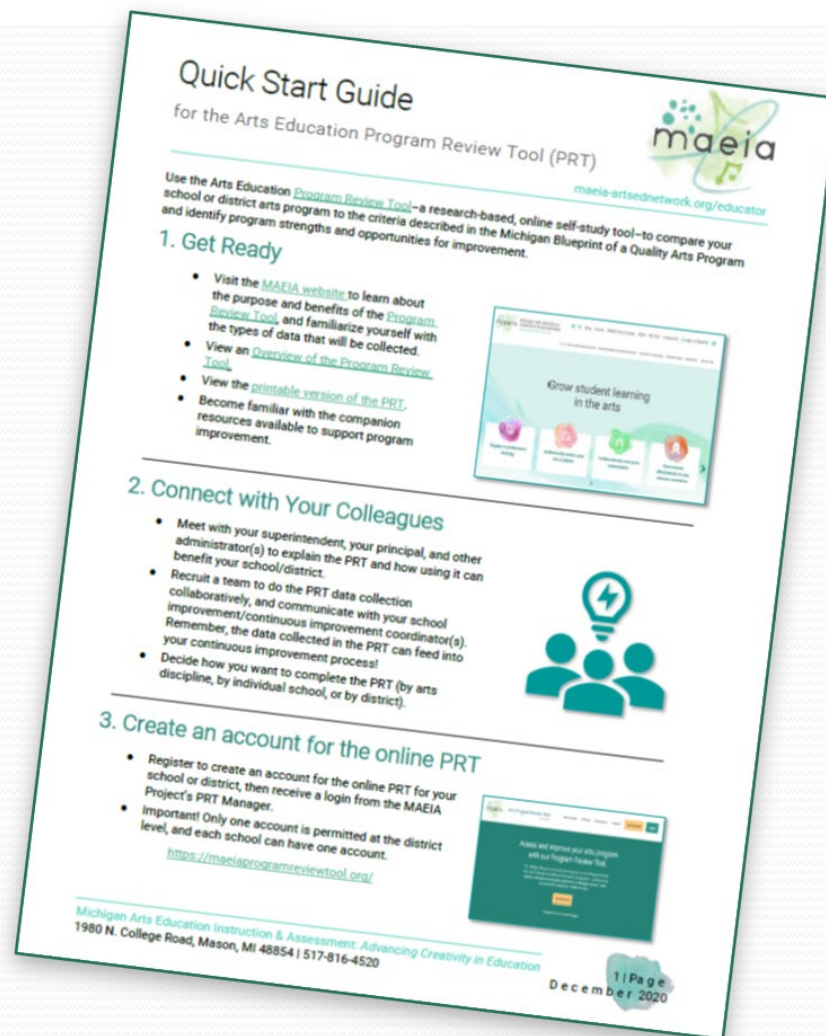
<https://maeiaprogramreviewtool.org/>




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.



Sample - Data Collection Organizer

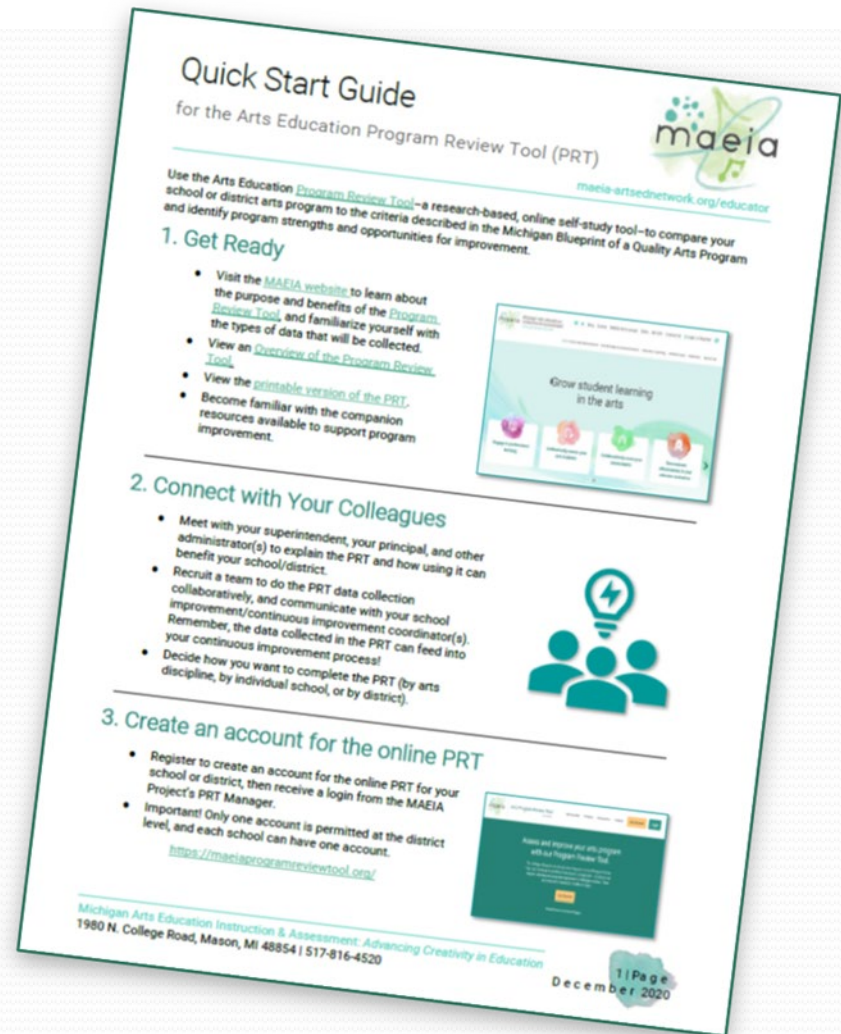
Arts Education Program Review Tool					
Data Collection Organizer -- by PRT Sections and Item Numbers		Where will you get this data?	Person who will collect the data:	Due date:	Status/Notes
Section A: Student Access					
Question A1	School Enrollment	Pupil Accounting Office or School Secretary	John Doe	October 1.	John started collecting this data.
Question A2a	Etc.				
Question A2b	Etc.				
Etc.	Etc.				
Section B: Facilities and Resources					
Section C: Policies and Accountability					

https://maeia-artsednetwork.org/wp-content/uploads/2021/09/PRT-Data-Collection-Organizer_Revised.xlsx

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

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- PRT Planning Tool




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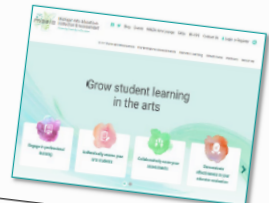


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Planning Tool for the PRT

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




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How to use this document: This document describes the step-by-step implementation process for the MAEIA [Arts Education Program Review Tool \(PRT\)](#), a self-study tool for schools and districts that is aligned to the criteria in the [Michigan Blueprint of a Quality Arts Education Program](#). After completing the Program Review Tool, use the [Strategy Guide: MAEIA Michigan Blueprint of a Quality Arts Education Program](#) document to find guidance on best practice, and refer to the complete compendium of [Research and Recommendations](#). For more information, visit the [Michigan Arts Education Instruction and Assessment \(MAEIA\) website](#).

Getting Ready to Implement	Implement	Monitor the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
<p>QUESTIONS:</p> <p>How will we ensure READINESS for implementation?</p> <p>How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement?</p> <p>How will we ensure OPPORTUNITY for high quality implementation of the strategy?</p>	<p>QUESTIONS:</p> <p>How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy?</p> <p>What are the activities during implementation?</p>	<p>QUESTIONS:</p> <p>How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION?</p> <p>How will we ensure the strategy is MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?</p>	<p>QUESTIONS:</p> <p>How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy is EVALUATED?</p> <p>How will you ensure the strategy's IMPACT ON STUDENT ACHIEVEMENT is EVALUATED?</p>
<p>ACTIVITY:</p> <p>Background Information</p> <p>The Michigan Blueprint of a Quality Arts Program, the Arts Education Program Review Tool, and the Research and Recommendations compendium provide a roadmap for voluntary arts program improvement in Michigan schools. These resources were created by the Michigan Arts Education Instruction and Assessment (MAEIA) Project, which was commissioned by the Michigan Department of Education in support of local districts and school efforts to provide the highest quality arts education to Michigan students K-12.</p> <p>Visit the MAEIA website to learn about the purpose of the Arts Education Program Review Tool (PRT) and the types of data that will be collected. You can also view the companion resources mentioned in the introduction above.</p> <p>View an Overview of the Program Review Tool.</p> <p>Have an informational meeting with your superintendent, your principal, and other</p>	<p>ACTIVITY:</p> <p>Assess Needs</p> <p>Collect your data and enter it into the online PRT. Print your report.</p> <p>Review your data as a whole with your Arts Ed Leadership team. (Team Leader will print the report and show it to the team online.)</p> <p>Identify strengths/assets and challenges from your data (see sheet).</p> <p>Meet with administration and superintendent to share the results (within building, across district, etc.).</p> <p>Prioritize the strengths and challenges you identified.</p> <p>Develop a 3-5 year plan</p> <p>Refer to the Michigan Blueprint of a Quality Arts Program and the Research and Recommendations compendium to develop a written Arts Ed Plan (action plan) related to the strengths and challenges you identified.</p>	<p>ACTIVITY:</p> <p>Monitor</p> <p>Monitor interim targets and goals for arts programming and monitor interim targets and goals for student impact.</p> <p>-Make notes within your Arts Ed Plan document regarding the status of each activity and next steps.</p> <p>-Be sure to communicate the status to your Arts Ed Leadership team, administrators, and other colleagues.</p> <p>Develop a calendar for monitoring the targets and goals (set meeting dates).</p>	<p>ACTIVITY:</p> <p>ANNUALLY EVALUATE</p> <p>...the interim targets and goals for the <i>current</i> Arts Ed plan.</p> <p>DETERMINE</p> <p>...the need and timeline to re-administer the entire Program Review Tool or portions of it to evaluate progress and effects.</p> <p>MODIFY EXISTING ARTS ED PLAN BASED ON NEW DATA.</p> <p>Determine specific actions (continue, discontinue, modify, expand/generalize to other content areas or other genres within the arts, for example)</p>

 MI Strategy Bank

Developed for the MI Strategy Bank

Template designed by Ben Boerkoel, School Improvement Consultant at Kent ISD/modified by Lisa Guzzardo Asaro, School Improvement Consultant at Macomb ISD

March 2021 – Michigan Arts Education Instruction & Assessment: *Advancing Creativity in Education*

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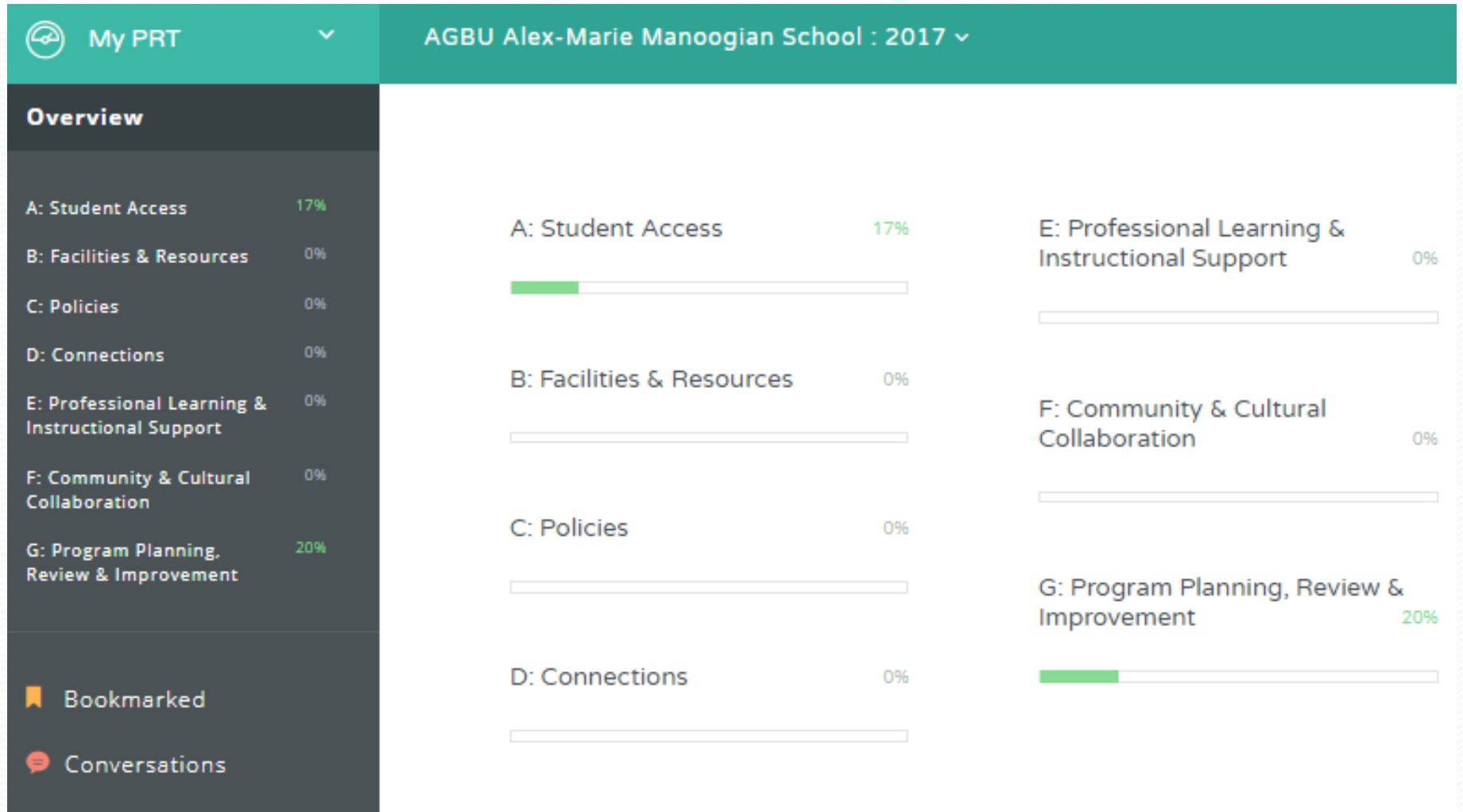
<https://maeia-artsednetwork.org/wp-content/uploads/2021/04/PLANNING-TOOL-MAEIA-Arts-Ed-Program-Review-Tool.pdf>



Preview of the online Program Review Tool



Preview: Online PRT



Navigation Tips--Inside the PRT

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

5/5



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

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?

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.

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

Review and print your report



- **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.

My PRT AGBU Alex-Marie Manoogian School : 2017 [View Public Homepage](#) [Edit View](#) [Report View](#)

Overview

A: Student Access	77%
B: Facilities & Resources	0%
C: Policies	0%
D: Connections	0%
E: Professional Learning & Instructional Support	17%
F: Community & Cultural Collaboration	0%
G: Program Planning, Review & Improvement	20%

Bookmarked 3 **Conversations** 2

A: Student Access

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.

A1: School Enrollment

Indicate the enrollment by grade levels of your school.

A2a: Certified Arts Educators as Primary Instructor

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

A2b: Certified Arts Educators as Primary Instructor

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

A2c: Certified Arts Educators as Primary Instructor

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

[+ Expand All](#) [- Collapse All](#) [Download Research & Recommendations](#) [Download My Report](#)

maeia Michigan Arts Education Instruction & Assessment Advancing Creativity in Education Questions or comments? [Contact Us!](#)





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

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