



Program of Excellence

Fine Arts

Champion Excellence

Fundamental to the role of a champion is the capacity to envision potential. It is the belief in one's potential, the potential of our students and our colleagues, and the potential of our educational system that gives us cause to act with intentionality and to persevere when we are faced with challenges. In order to cast a shared vision that drives collective action that embraces and the collective wisdom of the education community across Oklahoma, the Oklahoma State Department of Education has collaborated with educators and school leaders to develop Programs of Excellence rubrics that envision and describe the characteristics of excellent disciplinary programs within a school.

The Programs of Excellence rubrics are **emergent**, in that they are co-designed with input from educators across the state and always in draft form; **aspirational**, in that they speak to an idealized, holistic vision of each program that may be impossible for one school to fully embody; and **flexible**, in that they respect the unique contexts of Oklahoma's schools whether that be in size, geography, or demography.

Across disciplines, there are variations that bring perspective from the unique communities who shaped their contents, capturing real experiences, shared values, and a hope for well-rounded learning opportunities for all children in a safe and healthy school. Throughout the remainder of this year and the 2019-2020 school year, the Programs of Excellence rubrics will continue to change and grow as the best attributes across the disciplines are shared and insights from stakeholders are taken into account.

Please help shape this vision for excellent programs that all children deserve by sharing your input at <http://sde.ok.gov/ChampionExcellence>.

**“Every child deserves a champion,
an adult who will never give up
on them, who understands the power
of connection, and insists
that they become the best
that they can possibly be.”**

— Rita Pierson

Using the Program of Excellence Rubric

The responsibility of identifying a school disciplinary program as bronze, silver, or gold is placed on the school and its community. Through local evaluation and verification, a school can celebrate efforts and create strategic initiatives to improve. The OSDE will not verify each identification claim, but the school is expected to utilize the following process for reviewing and identifying its level of distinction.

1. **Review:** A school-based advisory committee involving external stakeholders as appropriate, will make recommendations for bronze, silver, or gold status. *It is not appropriate to assign the review process to an individual. The review process should be inclusive and transparent.*
2. **Verification:** The recommendation of the advisory committee must be signed off by each member of the committee and reviewed by the school principal. Upon verification by the principal, the recommendation will be submitted to the district school board and superintendent for review and verification.
3. **Submission (beginning summer 2020):** Only when each layer of review and verification is complete, the final self-identification will be submitted to the OSDE. Levels of distinction for Programs of Excellence will be valid for three years and will be visible on the school's accountability dashboard. *The remainder of this school year and the 2019-2020 school year provides schools with the opportunity to select priority areas for which they will work to be ready to identify as bronze, silver, or gold in 2020.*

In this Program of Excellence rubric, each element of the rubric is provided as a characteristic of a bronze, silver, or gold program. **In order to be a bronze fine arts program, every bronze element, or characteristic, must be true of the school's fine arts program.** A school's fine arts program may only be considered silver only when every bronze element **AND** every silver element is true. Likewise, a school's fine arts program may only be considered gold when every bronze, silver, **AND** gold element is true.

The fidelity of the Programs of Excellence process hinges on the fair and honest local review. Please help protect this ambitious effort to celebrate the great work happening across Oklahoma.

Category 1 Student Access

The school offers access to fine arts education (dance, drama/theatre, music, visual art) from grades PK-12 emphasizing skill development, aesthetic appreciation, problem-solving, and career preparation. The curriculum is age-appropriate, experiential, process-oriented, and builds upon essential skills to provide PK-12 continuity.



A BRONZE program...	
A.	Employs alternatively- or traditionally-certified arts educators.
B.	Supports fine arts educators in developing a quality curriculum which meets the following characteristics: <ul style="list-style-type: none">• provides for consistency (horizontal coordination across grades);• provides for continuity (vertical articulation up and down grades);• provides for flexibility in adaptation (be capable of change by altering sequencing, pacing, and open to some interpretations in how and under what circumstances content is taught); and• provides opportunities for all students to enable/expand their dance/drama/music/art understanding by performing, creating, responding, and connecting (OAS-FA).
C.	Supports opportunities for students to participate in real world, hands-on fine arts experiences and career preparation activities outside of the classroom.
D.	Ensures students have minimal access to fine arts learning opportunities. <ul style="list-style-type: none">• Elementary students receive instruction in one fine arts area per week. On average, 50 minutes of fine arts instruction is given to each student during the week.• Middle school students have access to classes in one fine arts area over the course of grades 6-8.• High school students have access to classes in no less than two fine arts areas over the course of grades 9-12, with sufficient course offerings for students to towards mastery in their preferred discipline by graduation.

Category 1: Student Access (continued)



A SILVER program has all the elements of a BRONZE program and...

- E. Follows these parameters for teacher/student ratios and class sizes:
- **Elementary Fine Arts Classes** - Teacher/student ratio is consistent with that of general education classes.
 - **Dance** - Middle and high school dance classes do not exceed 25 students per instructor.*
 - **Instrumental Music** - Class sizes for string orchestra or beginning band classes that do not exceed 40 students per instructor.* In middle and high school, class sizes do not exceed 50 students per instructor.* The overall band or orchestra ensemble may be bigger for performances (combined classes for dress rehearsals and performance). When enrollment justifies, necessary instructional expertise is available for ensemble demands (i.e., percussion specialist, brass specialist, low strings specialist, etc.).
 - **Visual Art** - Middle and high school visual art classes do not exceed 25 students per instructor.*
 - **Theatre** - Middle and high school theatre classes do not exceed 25 students per instructor.* In set design and construction classes, classes do not exceed 20 students per instructor. In addition, students have been given safety instruction and have completed waivers for participation.
 - **Vocal Music** - Vocal music classes do not exceed 70 students per instructor.* For choral ensembles of more than 40 students, a rehearsal accompanist is provided during class time to assist with instruction. Smaller classes may utilize an accompanist during class time and/or concert preparation/performance.

**Class size may exceed the suggested limit with instructor consent.*

- F. Ensures students have **reasonable** access to fine arts learning opportunities.
- Elementary students instruction in two fine arts areas per week. On average, 90 minutes of fine arts instruction is given to each student during the week.
 - Middle school students have access to classes in two fine arts areas over the course of grades 6-8.
 - High school students have access to classes in no less than three fine arts areas over the course of grades 9-12, with sufficient course offerings for students to towards mastery in their preferred discipline by graduation.

Category 1: Student Access (continued)



A GOLD program has all the elements of a BRONZE and SILVER program and...

- G. Offers students in secondary instrumental classes an opportunity to join ensembles through entry point classes. Once foundational skills are acquired and the instructor determines the student is ready, they may enroll in larger ensembles.
- H. Ensures students have **optimal** access to fine arts learning opportunities.
 - Elementary students instruction in two fine arts areas per week. On average, 120 minutes of fine arts instruction is given to each student during the week.
 - Middle school students have access to classes in three fine arts areas over the course of grades 6-8.
 - High school students have access to classes in no less than four fine arts areas over the course of grades 9-12, with sufficient course offerings for students to towards mastery in their preferred discipline by graduation.

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Category 2 Facilities and Resources

The school provides students and teachers 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.



A BRONZE program...

- A. Provides dedicated classrooms and multipurpose rooms designed and appropriately equipped.
 - At the elementary level, every fine arts teacher has a classroom space large enough to accommodate the largest group taught which provides ample space for physical and creative movement.
 - At the middle and high school level, every fine arts teacher has a dedicated classroom space (e.g., band, choir, scene shop, visual 2-D, visual 3-D, dance) large enough to accommodate the largest group taught. For dance classes, there is an unobstructed space, providing a minimum of 100 square feet per student with a ceiling height of at least 10 feet. Floors have the necessary resilience for dance (i.e., sprung or floating floor) and with surfacing appropriate to the nature of the dance activity. Students have access to water fountains. There are appropriate and secure dressing and shower facilities provided for students and teachers.
- B. Ensures every teacher has access to a performance or exhibition space with appropriate and updated technology (i.e., sound equipment, lighting, curtains) for performances or exhibits. Teacher has priority access to the space for rehearsals and preparation within a set period of time before the event.
- C. Ensures every room in which visual art is taught is equipped with a working sink with soap, paper towel dispenser, and a working drain. The district provides paper towels and soap.
- D. Provides convenient access and storage for an assortment of pitched and non-pitched instruments of good quality for classroom use.

Category 2: Facilities and Resources (continued)



E. Ensures all fine arts teachers and students have immediate access to first aid supplies.

A SILVER program has all the elements of a BRONZE program and...

F. Provides appropriate, adequate, and secure storage for visual art student work in progress including, but not limited to, drying racks for 2D and 3D works. There is also secure storage for art supplies and equipment provided by the site and/or district.

G. Provides secure storage for instruments in or near the music room and storage for a music library provided by the site and/or district.

H. Ensures the dance room is equipped with mirrors and barres appropriate for dance instruction.

I. Provides visual art courses with necessary equipment, tools, and/or furniture in good and usable condition. Additionally, there should be a designated budget for the purchase of consumable supplies (i.e. brushes, paint, clay, etc.) as needed.

J. Ensures every room in which dance, theatre, visual art, or music is taught is equipped with quality projectors and/or interactive boards, and other technologies consistent with the tools provided for other well-rounded academic content area classrooms.

K. Ensures every room in which dance, theatre, or music is taught is equipped with a sound system utilizing current technology as well as CD and/or MP3. The audio equipment is capable of variable speed and ample amplification for the room size.

L. At the secondary level, at least one performing group of each type (such as dance, band, jazz ensemble, orchestra, chorus, guitar) has the opportunity to present a program at a performing arts center, local concert hall, etc., which may involve travel out of the school district.

Category 2: Facilities and Resources (continued)



A GOLD program has all the elements of a BRONZE and SILVER program and...

- M. Provides instruments for students who have difficulty in purchasing instruments due to financial hardship. There are funds available to purchase higher quality instruments (college level) for advanced students.
- N. Provides teachers access to a classroom sound system for voice amplification for classes larger than 25 students.

Category 3 Professional Learning and Instructional Support

The district offers fine arts educators 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, school-based, and outside professional learning opportunities allow fine arts teachers to contribute to school improvement, advance their arts education knowledge, and develop their ability to provide quality instruction.



A BRONZE program...

- A. Evaluates fine arts teachers with a balanced, comprehensive assessment of the teacher's contributions to student learning through multiple measures. These measures can and should collect indicators such as:
 - teacher practice, planning, and preparation;
 - the teacher's role in maintaining a productive classroom environment;
 - instruction designed to reach specified fine arts goals related to the standards-based artistic processes of Create, Perform, Respond, and Connect (OAS-FA); and
 - teacher contribution to the school or district, as well as to the profession of teaching at large.

Category 3: Professional Learning and Instructional Support (continued)

B. Supports teacher membership and leadership in fine arts organizations. A majority of fine arts teachers are involved and belong to at least one subject-related professional and community organizations (i.e., OkMEA, OAEA, EdTA, NDEO, OKE, OBA, OCDA, etc., or local art guilds, art shows, and community theatre).



A SILVER program has all the elements of a BRONZE program and...

C. A majority of fine arts teachers participate in at least six total hours of subject-specific in-depth learning opportunities at a state, regional, or national conference per year. The district pays for registration, substitute costs, hotel, and provides a school vehicle (if needed).

D. Develops three or more community partnerships (guest artists, performing groups, museum tours, youth concerts, etc.). The partnership consists of an ongoing relationship that provides students with opportunities for hands-on engagement and sequential learning in the arts.



A GOLD program has all the elements of a BRONZE and SILVER program and...

E. Provides funding for additional personnel. Accompanists, technical support, set construction, choreographers, etc., are consistently supported and funded by the school district.

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Category 4 Policies

Schools adhere to and exceed the policies and accountability standards currently established by the State of Oklahoma 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.



A BRONZE program...	
A.	Provides Fine Arts departmental meeting time for curriculum alignment vertically and horizontally at least three times per year. The meetings may be in-person, virtual, or hybrid (if coordinating across multiple school sites).
B.	Ensures fine arts teacher planning time is commensurate to that of other classroom teachers due to the administrative aspects of the fine arts program.
C.	Ensures fine arts subjects have representation on student and faculty committees such as Student Council by fine arts area (i.e., music, visual art, etc.). Student and faculty representatives are currently enrolled in or teaching the subject area they represent.
D.	Ensures students are enrolled in sequential classes in the subject area of their choice. Novice students are enrolled in the first level of their preferred subject area (e.g., Art I). When classes are combined due to low enrollment, students are placed in classes proximal to their current level (for example, a combined class of Art I and Art II, not Art I and AP Visual Art). All students have the opportunity in their schedule to enroll in a fine arts class.
E.	Provides fine arts educators access to the student's IEP or 504 records. Fine arts educators are invited attend meetings and/or give input concerning the student's academic progress. Fine arts educators also have convenient access to trained professionals in special education and gifted education.
F.	Provides fine arts teachers with subject-specific training resources on first aid and safety. First aid supplies are available in all fine arts classrooms.

Category 4: Policies (continued)



A SILVER program has all the elements of a BRONZE program and...

- G. Placement of students with special needs is determined on the same basis as placement for students without special needs. Fine arts educators are involved in placement decisions and are fully informed about the needs for each student. Teacher aides are provided for special education students in dance, theatre, music, and visual art if they are provided for these students in other classes.
- H. Provides students with special needs a safe environment (if needed) for arts experiences in an adaptive special needs arts course. Class size is comparable to district and state policies for the special education classroom. Teacher aides attend class if they are provided for students in other classes.



A GOLD program has all the elements of a BRONZE and SILVER program and...

- I. The school provides at least three opportunities per year for students to participate in a fine arts related content experience outside of the school day such as honor groups, competitions, public performances, and exhibits.
- J. Offers a varied schedule for AP and/or IB course offerings to allow students overall schedule flexibility. AP and/or IB offerings have minimal conflict with arts classes.

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