



THE UNIVERSITY OF UTAH

UTAH EDUCATION
POLICY CENTER

TECHNICAL ASSISTANCE GUIDE

*For Program Development, Improvement, and Scaling-Up
Arts and Education Programs*

Table of Contents

A Technical Assistance Guide for Program Development, Improvement, and Scaling-Up Arts and Education Programs.....	3
Purpose	3
Technical Assistance Guide Includes:.....	3
Arts and Education Program Self-assessment Inventory Process Overview	4
Complete the Self-Assessment Arts and Education Inventory Process.....	5
Step 1. Convene the Arts and Education Planning and Development Team (10 minutes)	5
Step 2. Review Background on Arts and Education and BTSALP (10 minutes).....	5
Step 3. Complete the Program Self-Assessment Process (3 hours).....	7
Step 4. Complete the Program Development, Improvement, and Scaling-up Action Plan Guide (45 minutes)	12
Program Development, Improvement, and Scaling-Up Action Plan Guide	13
Appendix A. Arts and Education Program Profile Inventory.....	15
Appendix B: Arts and Education Program Profile Rubric	23

A Technical Assistance Guide for Program Development, Improvement, and Scaling-Up Arts and Education Programs

Purpose

This Technical Assistance Guide is for use by districts and schools (LEAs) interested in developing, improving, or scaling-up an arts and education program. Importantly, this guide promotes communication among all levels of arts and education across purposes of administration and implementation. This guide references a common set of program features and indicators of quality arts and education programming.

The program self-assessment process, rubric, and action plan guide in this Technical Assistance Guide can be useful to conduct a systemic review of a school's arts and education program, and create profiles of school and district arts and education programs. The self-assessment process identifies current assets and areas within arts and education programs that need further development. In addition to the identification of assets and needs, this Technical Assistance Guide provides a process to support the planning and program improvement process by identifying specific actions to support program growth and development. Finally, the Technical Assistance Guide can provide a foundation for enhancing current arts and education efforts in your school and/or district. It can also provide information necessary to target and acquire resources, including requests for additional resources.

Technical Assistance Guide Includes:

- Step-by-step instructions completing the self-assessment process, including individual, small group, and large group activities.
- Arts and Education Program Profile Inventory, Rubric, and instructions on how to facilitate the self-assessment process.
- Program Development, Improvement, and Scaling-up Action Plan Guide for the Arts and Education Planning and Development Team to develop next steps for program development, improvement, and scaling-up.

Arts and Education Program Self-assessment Inventory Process Overview

To complete the program self-assessment, convene an Arts and Education Planning and Development Team, or similar functioning team. The process outlined here includes individual and group activities that will invite the team to rate the presence and functionality of key program features by completing a Program Profile Rubric. This rubric provides a framework to measure your current arts and education program development and implementation using a criteria and that assists a program to evaluate current levels of performance. The final step in the Technical Assistance Guide is to complete a Program Development, Improvement, and Scaling-up Action Plan Guide. The following steps provide a detailed overview of the process.

Steps	Description	Time to Complete
Step 1: Convene the Arts and Education Planning and Development Team	This team includes a group of stakeholders who will use this Technical Assistance Guide to enhance an arts and education program.	10 minutes
Step 2. Review Background on Arts and Education and BTSALP	Provide information about effective arts and education that will establish a context for completing the self-assessment inventory process	10 minutes
Step 3. Complete the Program Self-Assessment Process	Individual and group activities that complete a rubric based on an arts and education inventory of quality features. This inventory will help the school/district evaluate the current status of its program's development and/or implementation.	3 hours
Step 3a. Personal Reflection	Individual participants reflect on questions that invite them to consider their own roles within the arts and education program.	10 minutes
Step 3b. Guiding Questions for Group Reflection	Small group discussion of general arts and education implementation guiding questions, or plans for implementation.	20 minutes
Step 3c. Arts and Education Program Profile Rubric	The purpose of this step is to work in small groups to systematically complete an arts and education Program Profile Rubric and identify program strengths, areas for growth, and future possibilities.	90 minutes
Step 3d. Collective Rubric	Discuss the consistencies and difference in perspectives on the inventory and rubric and complete the Program Profile Rubric as an Arts and Education Planning and Development Team.	60 minutes
Step 4. Complete the Program Development, Improvement, & Scaling-up Action Plan Guide	Use the finalized Program Profile Rubric to complete a Program Development, Improvement, and Scaling-up Action Plan.	45 minutes

Complete the Self-Assessment Arts and Education Inventory Process

Step 1. Convene the Arts and Education Planning and Development Team (10 minutes)

Organize an Arts and Education Planning and Development Team of approximately 10 stakeholders including:

- District representative(s),
- Arts teacher(s) and Arts specialist(s),
- Other core teacher(s),
- Parent(s),
- School leadership, and
- If applicable, other key stakeholders such as volunteers and community partners who participate regularly in arts and education at this school.

Appoint facilitators of the self-assessment process. Facilitators will lead the use of this guide, coordinate tasks, and serve as the central point to compile documents and complete the final version of the Program Development, Improvement, and Scaling-up Action Plan Guide.

Step 2. Review Background on Arts and Education and BTSALP (10 minutes)

This Technical Assistance Guide and the tools that are included (i.e., program profile inventory and rubric) were developed from the past six years of evaluations of the Beverley Taylor Sorenson Arts Learning Program (BTSALP), a study of statewide arts and education in Utah, and from research on arts and education nationally.

What maximizes the effectiveness of arts and education?

- Arts and education involves teaching and learning about art forms. Arts and education is most effective for improving academic achievement when it is integrated with another academic content area.
- Arts integration occurs when educators incorporate the arts into teaching and learning other academic core subjects. This engages both skill development in the arts and academic learning concurrently.
- Arts integration can be most effective as a comprehensive learning tool when it is systematically adopted throughout a school, including integrated with all core academic areas.
- The adoption and implementation of arts integration within schools should include alignment of arts integration with other core subjects and standards, as well alignment across all of the arts integration program's key features including instruction, delivery, assessment, and teacher collaboration.
- Collaborative planning enhances arts integration.
- Professional development delivery should reflect principles of adult learning, instructional quality, pedagogy to maximize learning, and other evidence-based strategies for increasing teacher understanding of the application and integration of arts and education.
- School leadership is critical for school-wide adoption of an arts integration program. Support from school-level leadership can facilitate the implementation of arts integration by helping

secure resources, hiring qualified educators, developing favorable school policies, promoting alignment of program features, and providing direction for the arts and education program.

- District level arts integration policy is important for establishing goals, standards, and expectations. Districts can provide a central point for aligning district programs and practices, coordinating professional development, providing curriculum options, and securing resources such as funding and partnerships.
- Community partners are an important aspect of arts and education programs. These partners include parents, professional artists, community arts groups, and post-secondary institutions as contributors of arts and education delivery, material resources, and professional development.
- School and district level arts integration policy can have a critical impact on the quality and effectiveness of arts and education.

What have we learned about the outcomes associated with the BTSALP in Utah?

- Implementation of all aspects of the BTSALP model (Arts integration, side-by-side teaching, collaborative planning, and professional development) had the greatest impact on student achievement.
- The goals of arts integration include improved academic achievement; enhanced collaboration among teachers, parents, and communities; positive school climate, and greater student engagement through participatory learning.
- Quantitative research on arts and education most often involves the measurement of an outcome(s) believed to be associated with arts and education or integration, such as its relationship to academic achievement or school engagement. While some researchers have established positive relationships among arts integration and positive outcomes, definitive, causal research is not available.
- Divergent findings about the relationship between arts integration and academic achievement make determining the actual impact of the arts on student achievement outcomes difficult to conclude, particularly as measured by standardized assessments.
- From evaluating the outcomes associated with BTSALP, we have found
 - Positive relationships between the implementation of the BTSALP model and school attendance,
 - Teachers report positive outcomes associated with arts integration,
 - Arts events attract families and community members to schools, and
 - Over the first four years of BTSALP implementation, students attending BTSALP schools showed small, but positive, increases in academic achievement in core content areas.
- BTSALP evaluation reports are available on the UEPC website:
<http://uepc.utah.edu/projects/steam.php>

Step 3. Complete the Program Self-Assessment Process (3 hours)

The program self-assessment process is organized into activities that include personal reflection, small group work, and full team discussion to complete the arts and education Program Profile Rubric. Once finalized, the group will use the rubric to complete the Program Development, Improvement, and Scaling-up Action Plan Guide. Further explanation of the process is outlined in the steps below.

Step 3a: Personal Reflection (10 minutes)

Invite each member of the Arts and Education Planning and Development Team to respond individually to the following reflection questions:

Personal Reflection Questions	Responses
What has been your involvement in the arts and education program?	
How has the arts and education program changed since you have been involved?	
What are some of the arts and education program's major accomplishments?	
What were your contributions to those accomplishments?	
How would you like to see the arts and education program evolve or develop in the future?	

Step 3b: Guiding Questions for Group Reflection (20 minutes)

Divide the Team into 3 small groups. Each small group will discuss the following guiding questions. Select a facilitator for each small group to lead discussion and document responses to the following questions.

Guiding Questions	Responses
What is (or could be) unique about our arts and education program?	
What impact does (or can) the arts and education program have within our school?	
How is (or can) arts and education used to promote academic achievement in other core subjects?	
What are some examples of resources that are available for arts and education within our school? What other resources are needed to enhance our arts and education program?	
What criteria does our school or district have in place to determine the success of our arts and education program? What aspects of our arts program do we want/need to enhance?	

Step 3c: Complete the Arts and Education Program Profile Rubric Sections (90 minute)

The two main tools used to complete this step are the **arts and education Program Profile Inventory and arts and education Program Profile Rubric**. These tools are organized into three sections: *organization and structure, program framework and implementation, and resources and sustainability*. These sections include 16 arts and education program features, which are identified in the Table 1.

Table 1. Sections and Program Features of the Arts and Education Inventory and Rubric

Sections	Organization and Structure	Program Framework and Implementation	Resources and Sustainability
Program Features	District Leadership	Anticipated Outcomes	Access
	Expectations	Arts Core and Subject Core	Advocacy Efforts
	Goals	Delivery	Funding
	Infrastructure	Personnel	Partnerships
	Policies	Planning and Collaboration	
	School Leadership	Professional Development	

The arts and education Program Profile Inventory and Rubric were designed to be used together but have separate purposes.

- The *Arts and Education Program Profile Inventory* is a comprehensive list of indicators for the 16 arts and education program features. The purpose of the inventory is to provide indicators of high functioning, well-developed arts and education programs.
- The *Arts and Education Program Profile Rubric* is a rating scale for four stages of arts and education program development and implementation that corresponds with the 16 program features in the Program Profile Inventory. The purpose of the rubric is to provide a structure for using the inventory as a self-assessment of arts and education program development and implementation status at your school.

Together, the inventory and rubric provide a way to evaluate arts and education program development and implementation, and can be used to establish a foundation for scaling-up your arts and education program using a criteria of the status for your program (i.e., not present, emerging, developing and optimizing).

Completing this group activity:

The following resources and information are needed to complete this step:

- Copies of the *Arts and Education Program Profile Inventory* (see Appendix) for each member of the team,
- Copies of the *Arts and Education Program Profile Rubric* (see Appendix) for each member of the team,
- At least sixteen pieces of poster paper, and
- Three different colored markers or sticky notes

Establish three separate workspaces in the room. Identify each workspace by one of the three sections (See Table 1) of the inventory and rubric:

- Workspace 1: Organization and Structure,
- Workspace 2: Program Framework and Implementation, and
- Workspace 3: Resources and Sustainability

At the workspaces, each group will evaluate the extent to which the indicators of each program feature in each section are present and functioning in the school’s arts and education program. Groups will work 30 minutes per section, then rotate to the next section. While each person should have a copy of the Arts and Education Program Profile Inventory and Rubric, the small groups will complete one primary rubric for the section.

1. Using the rubric and the rating scale provided in Figure 1, first determine if the program features are present within your program, and if so, decide to what extent each program feature is emerging, developing, or optimizing. Use the rating scale explanation in Figure 1 to guide your decision-making.
2. Determine a rubric score for each program feature and write that score on the poster paper for each section and subsection.
3. During this process, discuss and document the evidence that supports the groups’ conclusions about the current state of development and implementation of each program feature.
4. Then, answer the questions on the poster paper for each program section:
 - a. What are the strengths of the current arts and education program within this section?
 - b. What areas of growth are identified?
 - c. What are the future possibilities of arts and education efforts within this section?
5. For each rotation, the next group will review the previous rubric score and responses to the three questions. Subsequent groups, using their color marker, or sticky notes, and affirm or disagree with previous scores. Affirmations and suggested changes should be recorded on the poster paper.

Figure 1 Arts and Education Program Profile Inventory Rubric Rating Scale

Stage of Development	Not Present	Emerging	Developing	Optimizing
Scale	0	1 2 3	4 5 6	7 8 9
How to determine the rubric score based on characteristics of the stages of program development and implementation.	Give the program feature a score of 0, if only a few or none of the indicators are present for this program feature.	Give the program feature a score of 1 – 3, if less than a third of the indicators are present and if efforts are underway to build capacity for this program feature.	Give the program feature a score of 4 – 6, if more than a third of the indicators are present and if the school has established capacity for this program feature, but implementation is incomplete.	Give the program feature a score of 7 – 9, if a majority of the indicators are present and if there is evidence of systematic adaptation of this feature within the school.

Step 3d: Finalize the Program Profile Rubric (60 minutes)

The goal of this step is to discuss and reconcile differences in rubric scores assigned by the three small groups, document evidence for the rubric scores, finalize the Arts and Education Program Profile Rubric, and summarize program strengths, areas for growth, and future possibilities. In addition to the sixteen pieces of poster paper that have the group's notes from step 3c, you will need one blank copy of the Program Profile Rubric to complete this step.

This step begins with the small groups convened at their original workspaces where they began step 3c.

1. Each group will take 10 minutes to review the responses added to their program feature section.
2. Consider the following questions:
 - a. What are the points of agreement regarding the program strengths, areas for growth, and future possibilities?
 - b. What are the differences or disagreements regarding the program strengths, areas for growth, and future possibilities?
3. Based on the initial responses and review, agree on a final score for each program feature.
4. Each group facilitator will take 10 minutes to report their group observations and conclusions from review, including for instance:
 - a. Current arts and education program strengths,
 - b. Areas for growth, and
 - c. Future possibilities for the program features in their section.
5. To finalize the collective school rubric, answer the following and record on the school's rubric.
 - a. At what stage of development and implementation is each program feature?
 - b. What evidence is available to support this conclusion?

Step 4. Complete the Program Development, Improvement, and Scaling-up Action Plan Guide (45 minutes)

Based on the finalized Program Profile Rubric, the Arts and Education Planning and Development Team will complete the Program Development, Improvement, and Scaling-up Action Plan Guide. The Action Plan Guide will provide next steps for program development, improvement, and scaling-up that can be used as foundation for establishing a new program, strengthening an existing program, and to establish a framework for seeking funding.

Tools needed to complete this step:

- The collective Arts and Education Program Profile Rubric
- The sixteen pieces of poster paper that have the group’s notes from step 3
- Sixteen new pieces of poster paper
- Markers

Completing this activity:

1. Organize and post the 16 pieces of poster paper that contain the notes from step 3 according to the rubric rating that each feature received, such that there are 3 groups organized as follows:
 - a. Feature is not present,
 - b. Feature is developing or emerging, or
 - c. Feature is optimizing.
2. On each piece of new poster paper, write one of the 16 program features and post those next to the corresponding program features already posted and grouped by their rubric rating.
3. Have a scribe record the team’s notes on the poster paper.
4. The Planning and Development Team will discuss the questions in Table 2, as the scribe records conclusions on the poster paper for each program feature.
5. Finally, use the notes created in step 4 to complete the Program Development, Improvement, and Scaling-up Action Plan Guide by identifying steps that the team will take, the rationale for the action(s), and who will take responsibility for the action for each of the 16 program features.

Table 2. Discussion Questions for Action Plan Guide for Development, Improvement, and Scaling-Up

For Program Features Rated as:	Questions to Consider
Optimizing	<ul style="list-style-type: none"> • What are the successes that led to these features being optimized? • What actions should be taken to enhance current successes and maintain sustainability?
Emerging and Developing	<ul style="list-style-type: none"> • What are the next steps that will support further development, improvement, and scaling-up of these program features? • What strategies might be most effective to achieve those steps? • What are the greatest needs for developing these program features beyond their current status?
Not Present	<ul style="list-style-type: none"> • Why wasn’t this program feature(s) present? • What specific steps can be taken to begin introducing this feature into the program?

Program Development, Improvement, and Scaling-Up Action Plan Guide

Program Feature	Rationale for Action (e.g., current status, evidence of current related outcomes):	Action	Who Will Take Responsibility for This Action?
<i>Example (Partnerships)</i>	External partners are under-utilized for providing PD and material resources.	Create a list of potential external partners who might support arts and education in this district/school. Contact potential partners and invite them to participate.	<i>DAC and Arts Specialist</i>
Organization and Structure			
District Leadership			
Expectations			
Goals			
Infrastructure			
Policies			
School Leadership			
Program Framework and Implementation			
Anticipated Outcomes			

Program Feature	Rationale for Action (e.g., current status, evidence of current related outcomes):	Action	Who Will Take Responsibility for This Action?
Arts Core and Subject Core			
Delivery			
Personnel			
Planning and Collaboration			
Professional Development			
Resources and Sustainability			
Access			
Advocacy Efforts			
Funding			
Partnerships			

Appendix A. Arts and Education Program Profile Inventory

ORGANIZATION AND STRUCTURE	Notes
District Leadership	
The district takes an active role in providing leadership for arts and education	
The district engages the school board of education in issues of arts and education	
The district provides quality arts-related training for classroom teachers	
The district provides quality arts-related training for arts specialists or art teachers	
The district provides quality arts-related training for school administrators	
The district disseminates information about arts-related professional development opportunities	
The district communicates with schools about best practices in arts and education	
The district offers a useful arts and education curriculum for the schools	
The district representative(s) visits schools to discuss arts and education	
The district disseminates useful information about arts-related events	
The district holds informative periodic meetings to discuss arts and education	
The district evaluates the quality of arts and education	
The district disseminates evaluation findings about arts and education	
The district allocates resources for arts and education	
Expectations	
There are clear expectations for the delivery of arts lessons	

ORGANIZATION AND STRUCTURE	Notes
There are clear expectations for the role classroom teachers in arts integration	
There are clear expectations for Arts and Education Planning and Development Teams	
There are clear expectations for determining who is responsible for delivering arts related professional development	
There are clear expectations for the integration of arts with other core subjects	
There are clear expectations for how arts educators should collaborate with classroom teachers	
There are clear expectations for how arts educators and classroom teachers should teach lessons together	
There are clear expectations for the frequency with which arts educators and classroom teachers should teach lessons together	
There are clear expectations for the roles of arts educators and classroom teachers when they teach a lesson together	
There are clear expectations for working with partners to enhance arts and education	
There are clear expectations for arts-related professional development for classroom teachers	
There are clear expectations for professional development for arts educators	
There are clear expectations for the role of arts educators in schools	
Goals	
There are clearly identified goals for the district's arts and education program	
There is a clearly identified long-term vision for the district's arts and education program	
The district communicates the goals for the arts and	

ORGANIZATION AND STRUCTURE	Notes
education program to all stake holders	
The district communicates the long-term vision for the arts and education program to all stakeholders	
There are clearly identified goals for the school's arts and education program	
There is a clearly identified long-term vision for the school's arts and education program	
The school communicates the goals for the arts and education program to all stakeholders	
The school communicates the long-term vision for the arts and education program to all stakeholders	
There is alignment between school and district goals for arts and education at the school	
Infrastructure	
There is a unified arts and education program across the district	
There is an established Arts and Education Planning and Development Team at the school	
There is an established protocol for evaluating arts integration with other core subjects	
Arts and education programs are well-aligned with other programs in the school	
There is an established communication link among district leadership, school leadership, partners who provide professional development, and arts educators in the school	
Arts educators share information across schools	
Arts educators share information across art forms	
Arts educators have sufficient planning time	
The schedules of arts educators and classroom teachers are aligned to support arts integration	

ORGANIZATION AND STRUCTURE	Notes
Policies	
There are clearly defined district-level arts policies in place	
There are clearly defined school-level arts policies in place	
There are clear guidelines for quality arts integration	
The district periodically reviews arts-related policies	
School Leadership	
Principals participate in the leadership of arts integration	
Principals provide support for arts and education by making time for collaborative planning of arts lessons	
Principals attend arts-related meetings	
Principals support arts integration	
Principals support arts educators and classroom teachers teaching lessons together	
PROGRAM FRAMEWORK AND IMPLEMENTATION	
Anticipated Outcomes or Impact	
The district has established specific, achievable outcomes for arts integration	
The district has a system in place to monitor the outcomes associated with arts integration	
Arts core and subject core	
There is an established curriculum map used to align the arts core with other core subjects for all arts forms, subject areas, and grades	
The arts core is taught through integration with other core subjects	
Arts educators teach the arts core curriculum standards in a way that specifically supports arts integration with other	

ORGANIZATION AND STRUCTURE	Notes
core subject standards	
Arts educators participate in the integration of arts with English language arts	
Arts educators participate in the integration of arts with science	
Arts educators participate in the integration of arts with math	
Arts educators participate in the integration of arts with social studies	
The school offers at least one art form	
Arts educators use formative assessments to reach conclusions about students' mastery of arts core content	
Delivery	
Classroom teachers are active participants in arts integrations at the schools in this district	
The most common approach to arts instruction is integrating arts with other core subjects	
The most common approach to arts instruction is using arts to teach other core subjects	
Arts educators and classroom teachers deliver arts lessons together	
Arts educators and classroom teachers both understand their roles when teaching lessons together	
Teachers integrate arts with other core subjects	
Personnel	
The school has qualified arts educator(s) on staff	
There is a sufficient number of arts educator(s) to provide arts and education in the school	
The arts educator(s) have clearly defined roles and responsibilities	

ORGANIZATION AND STRUCTURE	Notes
The school has a long range plan for hiring arts educators	
Planning and Collaboration	
Time allocation for planning arts lessons is consistent with other school-level planning expectations	
There is time provided at each school to plan for arts integration	
There is an established framework for how arts educators and classroom teachers plan lessons	
Arts educators collaborate with classroom teachers to coordinate lessons	
Arts educators discuss curriculum with classroom teachers	
Arts educators collaborate with classroom teachers to share knowledge or skills	
Arts educators are integrated into school planning meetings	
Arts educators are integrated into professional learning communities	
Arts educators are integrated into faculty meetings	
Arts educators are integrated into parent teacher conferences	
Arts educators are integrated into school wide professional development	
Arts educators collaborate with school administrators	
Arts educators collaborate with District Arts Coordinators	
Arts educators collaborate with community partners	
Professional Development (PD)	
There are annual PD opportunities related to arts integration available to classroom teachers	

ORGANIZATION AND STRUCTURE	Notes
There are annual PD opportunities related to arts integration available to principals	
The district has a multi-year plan for arts-related PD	
The multi-year plan for arts-related PD is aligned with the arts and education program's goals	
Arts-related PD is coordinated across schools within the district	
Time is provided at each school for arts related PD	
The district provides support for arts-related PD	
There are annual PD opportunities related to co-teaching among arts educators and classroom teachers	
There are annual PD opportunities related to arts integration available to arts educators	
Arts educators participate in arts and education PD at least once annually	
RESOURCES AND SUSTAINABILITY	
Access to Resources	
There are sufficient resources to implement arts and education programs	
Available resources are well-utilized for arts integration	
Available resources are well-distributed across the district for arts integration	
Available resources are shared across schools within the district for arts integration	
There is sufficient space to conduct arts and education programs	
Arts educators understand how they should spend their time	
Advocacy Efforts	
School principals actively support arts and education within	

ORGANIZATION AND STRUCTURE	Notes
their schools	
The benefits of arts and education are communicated within each school in the district	
Arts educators actively promote arts and education within their schools	
Funding	
The district has identified potential funding sources for arts and education	
The district is actively working to secure additional funding for arts and education	
Please list all funding sources and the total percentages of funding from each source	
The district has multiple and diverse funding sources	
The school has appointed personnel who are responsible for developing and maintaining funding sources.	
Partnerships	
The district establishes community partnerships that support arts and education	
The district helps schools establish and maintain community partnerships	
Arts educators partner with local businesses	
Arts educators partner with community members	
Arts educators partner with parents	
Arts educators partner with other artists	

Appendix B: Arts and Education Program Profile Rubric

Program Features for All Arts and Education Programs	Descriptions of Program Features	Not Present	Emerging	Developing	Optimizing	Evidence
Organization and Structure						
District Leadership	District efforts to provide support to schools for arts and education.					
Expectations	The district's expectations for arts and education.					
Goals	District level goals for the arts program and how they are communicated throughout the district.					
Infrastructure	District physical and organization structure for the arts and education program at the district and school level.					
Policies	District and school arts and education policies (e.g., time, resources, personnel, model).					
School Leadership	Principals' support and/or leadership team support for arts and education.					
Program Framework and Implementation						
Anticipated Outcomes	Outcomes are identified and monitored.					
Arts Core and Subject Core	Integration of the arts core and other core subjects.					
Delivery	Identifies arts instruction delivery in instructional lessons.					

Program Features for All Arts and Education Programs	Descriptions of Program Features	Not Present	Emerging	Developing	Optimizing	Evidence
Personnel	Availability of arts specialists within schools.					
Planning and Collaboration	Arts specialists and other core teachers plan and collaboratively offer arts integration, or arts and education.					
Professional Development	Professional development reflects knowledge of adult learning, pedagogy, content knowledge with focus on arts core and other subject core.					
Resources and Sustainability						
Access	Availability and accessibility of arts integrated instruction.					
Advocacy Efforts	Promotion of arts core and arts and education within the district and schools.					
Funding	Resource (personnel, material, time) allocated to arts integration.					
Partnerships	Partnerships and collaborations between the district, arts specialists, and outside organizations.					