

**STAGES OF A SCHOOL INVOLVED IN ARTS FOCUSED SCHOOL REFORM\***

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Schools involved in all-school reform using the arts as a significant component of their school improvement efforts move through *stages* as they implement and institutionalize arts-based teaching and learning. The overall goal of this reform is to change the culture of a school so that the staff, parents and community collaborate to positively impact student academic achievement, motivation and engagement.

To that end it is the intent of this initiative that participating Alaskan schools will:

- Establish a shared vision for comprehensive education that includes arts integrated instruction;
- Promote a climate of teacher learning, collaboration and support;
- Commit a multi-year plan, which implements and supports arts integrated teaching and learning;
- Inspire community support for the arts as a fundamental component of Alaskan education for **all** students.

**Arts Infusion Continuum** This continuum was developed as a tool to identify where a school and/or district is in the process of becoming Arts Focused. We recommend that a school uses this tool on an annual basis with Administrator, Teachers, Para-professionals, Teaching Artists, Parents, and perhaps even students, to reflect on yearly progress in relation to each dimension.

There are Five Stages in this Arts Infusion Continuum which are viewed from Six Dimensions:

STAGES OF PROGRESS	DIMENSIONS
<p>Stage One: No Activity                      Stage Two: Novice                      Stage Three: Developing                      Stage Four: Maturing                      State Five: Exemplary</p>	<p>1. Awareness of arts infusion/arts focused schools                      2. Leadership and Coordination                      3. Professional Development                      4. Classroom Implementation                      5. Community Engagement                      6. Documentation and Visibility</p>

Change is a fluid process. The Arts Infusion Continuum can reflect the ever-changing atmosphere of a school so that over time, a school may spend more or less time in any stage, and may even return to an earlier stage due to such things as teacher or principal turn-over, significant budget reductions or policy changes at the local or state level.

*\* Adapted by Annie Calkins for the AAEC, from the Kennedy Center CETA program, originally developed by Lynn Silverstein.*

SCHOOL \_\_\_\_\_ DISTRICT \_\_\_\_\_  
 RATER \_\_\_\_\_  
 ROLE IN SCHOOL/DISTRICT (*circle one*)    Principal    Teacher    Art Specialist    Staff    Parent  
   Community Member    District Office Administrator  
 Other: \_\_\_\_\_  
 Date: \_\_\_\_\_    *How many times have you completed this form?* \_\_\_\_\_

**How to use this form:** First, from your personal experience rate each of the six dimensions on pages 3 – 8 of the Continuum by marking an X at the bottom of each section. Put a X in the box that most reflects where your school/district is at, along the row that is titled "Rate". At the bottom of each Dimension/page, given where the Xs are above, mark your overall rating of the Dimension at this point in time. (In the row titled "Total", put an X where you decide is most appropriate)

**After** you have completed rating each dimension on pages 3 – 8,, transfer your total ratings to this Summary sheet.

**SUMMARY of Continuum Rating**

Dimensions	Stage 1 NO ACTIVITY	Stage 2 NOVICE	Stage 3 DEVELOPING	Stage 4 MATURING	Stage 5 EXEMPLARY
#1: Awareness of Arts Inclusion/Focus					
#2: Leadership and Coordination					
#3: Professional Development					
#4: Classroom Implementation					
#5: Community Engagement					
#6: Documentation and Visibility					

**DIMENSION #1: AWARENESS OF ARTS FOCUS AND IMPORTANCE OF ARTS INCLUSION**

	<b>Stage 1: NO ACTIVITY</b>	<b>Stage 2: NOVICE</b>	<b>Stage 3: DEVELOPING</b>	<b>Stage 4: MATURING</b>	<b>Stage 5: EXEMPLARY</b>
<b>SCHOOL ADMINISTRATOR</b>		<p>Broadly, generally describes arts emphasis and activities in school(s)</p> <p>Communicates general arts efforts to staff and parents. Includes arts in orientation sessions for staff, parents</p>	<p>Describes orally and in writing school's arts focus in some detail</p> <p>Communicates arts education plans on periodic basis to staff, parents, district administration</p>	<p>Communicates specific examples of arts activities and benefits to students and staff</p> <p>Frequently communicates arts education and impact to staff, parents, administrators, local community, others outside of District</p>	<p>Provides vivid examples of arts focus &amp; arts integration in school and benefits to school community</p> <p>Perceived as 'champions' for arts education and arts integration, sharing information and impact to diverse audiences</p>
<i>Rate →</i>					
<b>TEACHERS AND ARTS SPECIALISTS</b>		<p>Describes in general terms efforts toward arts infusion, why arts education is important</p> <p>Expresses interest in learning about arts ed and arts integration</p>	<p>Communicates school's involvement in arts education to other staff, parents of their students</p> <p>Are in the process of learning about arts ed and arts integration</p>	<p>Makes short presentations orally and/or in writing about arts focus, rationale for arts education and what is happening in school</p> <p>Are informed, credible advocates for arts ed and arts integration</p>	<p>Makes regular presentations, orally and/or in writing, to staff, teachers, parents, administrators in community and outside of school/district</p> <p>Are experienced, respected advocates for arts ed</p>
<i>Rate →</i>					
<b>STAFF</b>		<p>Is generally aware of school arts focus when asked</p>	<p>Is aware and involved to some degree in school's arts focus/activities</p>	<p>Can describe how school emphasizes the arts in positive manner</p>	<p>Is actively involved in arts ed/arts integration in school; number of staff act as advocates for the arts</p>
<i>Rate →</i>					
<b>Total #1</b>					

**DIMENSION #2: LEADERSHIP AND COORDINATION**

	<b>Stage 1: NO ACTIVITY</b>	<b>Stage 2: NOVICE</b>	<b>Stage 3: DEVELOPING</b>	<b>Stage 4: MATURING</b>	<b>Stage 5: EXEMPLARY</b>
<b>PRINCIPAL</b>		<p>Communicates school commitment to arts integration to staff, community</p> <p>Encourages teacher participation</p> <p>Recruits school Arts Team</p> <p>Makes personal commitment to learn about arts education, arts integration</p> <p>Selects school Arts Liaison and meets regularly to review activities, progress</p> <p>With staff adapts/ creates vision statement and begins discussions about value of arts integration, education</p> <p>As staff positions become available asks questions about philosophy, teaching style and compatibility with vision for arts-integrated instruction</p> <p>Uses some school funds to support arts integration</p>	<p>Regularly renews commitment to arts inclusion to staff, com-munity, other administrators</p> <p>Encourages all staff participation</p> <p>Selects and supports school Arts Team and Arts Liaison</p> <p>Participates in arts education events, training as available</p> <p>Meets regularly with Arts Liaison re; progress, emerging needs and challenges</p> <p>Creates/revises Vision Statement with others, gets broad support for it</p> <p>As staff positions become available, hires staff in agreement with vision statement</p> <p>Uses school, parent funds to support arts integration</p>	<p>Frequently, in varied venues, reiterates whole school commitment to arts inclusion/integration</p> <p>Expects and oversees all staff participation</p> <p>Meets with school Arts Team several times/yr to plan activities, implementation, documentation</p> <p>Seeks out training opportunities to learn more about arts ed/arts integration</p> <p>Meets regularly with Arts Liaison to problem solve, generate new ideas and resources</p> <p>Refines Vision Statement to reflect value of arts learning, incorporates into school's overall mission and posts it</p> <p>As staff positions become available, hires staff with some arts background /experiences</p> <p>Locates, uses diverse sources of funding for arts integration</p>	<p>Routinely, in varied venues, with diverse audiences, voices school wide commitment</p> <p>Documents all staff participation</p> <p>Provides release time for Arts Team to meet and plan; nurtures Arts Liaisons to participate in arts meetings</p> <p>Regularly participates in arts education training, volunteers to mentor other administrators</p> <p>Meets regularly with one/more Arts Liaisons, includes them in school decision making processes</p> <p>Reviews/revises Vision Statement on on-going basis with school committees and uses during implementation</p> <p>As staff positions become available, recruits and hires staff with arts integrated teaching experience</p> <p>Actively, regularly pursues diverse funding sources for expanding arts focus</p>
<b>Total #2</b>					

**DIMENSION #3: PROFESSIONAL DEVELOPMENT**

	Stage 1: NO ACTIVITY	Stage 2: NOVICE	Stage 3: DEVELOPING	Stage 4: MATURING	Stage 5: EXEMPLARY
<b>STAFF PARTICIPATION</b>		Individual teachers, staff participate when asked	Small group of teachers, staff pursue PD opportunities	Teams from all grade levels participate in various PD and share informally with colleagues, administrator(s)	All school staff actively participate in PD on regular basis with multiple venues to share what they have learned
<i>Rate →</i>					
<b>SCHOOL BASED WORKSHOPS, INSERVICES, STUDY GROUPS</b>		There is one more in-service or workshop/year focused on arts education  There are articles to read about arts integration in staff lounge, mail	There are several in-services or workshops per year for all staff  Staff agree to read, report on articles relating to arts education	Team of staff plan, organize several alls school training events  School Arts Team forms study group to read, discuss arts education	Team of representative staff plan, organize, get feedback on series of trainings throughout school year  School Arts Team regularly meets in person/online to discuss research/articles
<i>Rate →</i>					
<b>TEACHING ARTIST INVOLVEMENT</b>		School hosts a Teaching Artist each year (AIS program/ local program)  Teaching Artist does 1 workshop for staff	School hosts several Teaching Artists /year  Teaching Artist does 1 workshop, distributes ideas, lessons, resources to staff	School recruits diverse Teaching Artists to work short & long term residencies  Teaching Artist(s) works w/School Arts Team to meet staff PD needs, interests	School regularly funds variety of Teaching Artists to work in all classrooms  Teaching Artists purposefully does embedded PD as per staff identified needs along with workshop(s), resource sharing
<i>Rate →</i>					
<b>SUSTAINED PROFESSIONAL DEVELOPMENT</b>		One-two teachers attend summer workshop(s) and share what they learn with partners	Team of teachers attend summer institute/training and share with teaching teams and/or at staff meeting	Team of staff attend summer institutes/training and share by modeling at in-service or workshop	Teams of staff regularly attend summer institutes, workshops and share what they learn w/whole staff and/or district staff
<i>Rate →</i>					
<b>Total #3</b>					

**DIMENSION #4: CLASSROOM IMPLEMENTATION of ARTS INTEGRATED INSTRUCTION**

	<b>Stage 1: NO ACTIVITY</b>	<b>Stage 2: NOVICE</b>	<b>Stage 3: DEVELOPING</b>	<b>Stage 4: MATURING</b>	<b>Stage 5: EXEMPLARY</b>
<b>NEW TEACHERS</b> <i>new to TEACHING</i>	School does not have any new teachers	Are willing to replicate arts integrated lessons as shared by others  State generally how arts are integrated with other subjects	Replicate teaching of arts integrated lessons intermittently  Describe how arts are integrated in instruction and impact on students	Replicate & teach arts integrated lessons on frequent basis  Describe & analyze arts integrated instruction delivered over period of time using specific details	Develop and use repertoire of arts integrated lessons/units on routine basis  Reflect in some depth about the value and impact of arts integrated curriculum and teaching
<i>Rate →</i>					
<b>EXPERIENCED TEACHERS</b>	Resistance to arts integrated teaching and/or no evidence of student arts learning in classrooms	Implement arts integrated lessons learned in workshops/in-services on monthly basis  Have limited practice integrating one art form  Can tell why they include arts learning integrated with other subjects  Can describe one or more ways to assess arts integrated lessons	Regularly plan and implement arts integrated lessons  Are proficient in integrating one art form  Describe in some detail why arts learning is important, giving several details from their own instruction  Practice a few arts assessment strategies tied to integrated instruction	Design and implement arts integrated lessons tied to core content/school themes  Are skilled at integrating one-two art forms  Describe multiple lessons delivered that integrate arts with other subjects and overall impact  Use some assessments reflecting arts skills and content along with other assessment tools	Design, implement, assess learning and reflect on arts integrated lessons delivered as part of regular weekly instruction  Are expert at integrating one or more art forms  Include arts teaching in goal setting/annual evaluation process; describe in detail arts integrated lessons taught  Use multiple forms of assessment routinely that reflect arts learning as well as other content/skills
<i>Rate →</i>					
<b>ARTS SPECIALISTS</b>	School does not have any Visual Arts or Music Specialists	Suggest ideas to teachers about integrating their art form into content area(s)  Is willing to write articles/news about arts activities in school	Periodically assist teachers as they plan arts integrated lessons/units in their art form  Write and/or talk on intermittent basis about arts in the school and its value	Regularly help plan with teachers to integrate their art form into instruction  Present to teachers, staff, others about arts education and learning happening in school	Routinely plan and help deliver and/or provide resources for arts integrated lessons/units  Act as strong advocates and leaders in the building re: arts education and impacts
<i>Rate →</i>					
<b>Total #4</b>					

**DIMENSION #5: COMMUNITY ENGAGEMENT**

	Stage 1: NO ACTIVITY	Stage 2: NOVICE	Stage 3: DEVELOPING	Stage 4: MATURING	Stage 5: EXEMPLARY
<b>PARENT INVOLVEMENT</b>		Small group of parents sometime attend arts performances/exhibits/shows  Parent group verbally supports arts in school	Relatively large group of parents attend student shows/performances/exhibitions  Parent group verbally supports arts in school, to school board, community	Most parents attend school's arts events  Parent group verbally, and financially support arts activities	Large majority of parents attend all arts events  Parent group participates in arts program planning, implementation and evaluation of impact, and supports arts activities financially
<i>Rate →</i>					
<b>LOCAL ARTS AGENCY S/ORGANIZATIONS</b>	There is no local arts council/agency	Little if any contact between school and local arts council or arts organizations	Communication with local arts agency and/or arts organization occurs intermittently	Meeting(s) with at least one local arts agency occurs annually	Regular meetings/communications with several local arts agencies to discuss vision, plans, support
<i>Rate →</i>					
<b>LOCAL BUSINESS AND GOVERNMENT</b>		School arts activities shared with community leaders/businesses through school newsletter/website	School arts program shared with community leaders through intermittent presentations by staff/students	School arranges for presentations and/or sharing of arts program and impact to community leaders	School presents arts program, activities and impacts to diverse audiences in community several times/year
<i>Rate →</i>					
<b>Total #5</b>					

**DIMENSION #6: DOCUMENTATION and VISIBILITY**

	<b>Stage 1: NO ACTIVITY</b>	<b>Stage 2: NOVICE</b>	<b>Stage 3: DEVELOPING</b>	<b>Stage 4: MATURING</b>	<b>Stage 5: EXEMPLARY</b>
<b>ADMINISTRATOR AND ARTS LIAISON</b>		<p>Collects/keeps documentation about school arts program/activities</p> <p>Investigates action research or evaluation studies opportunities for school to engage in</p> <p>Presents information about school arts program when requested</p>	<p>Collects, organizes and makes accessible information re: arts program/activities</p> <p>Introduces action research/evaluation opportunities relating to arts integration/arts learning to all staff</p> <p>Presents brief outline of arts activities in annual school report card</p>	<p>Maintains on-going, multi-year collection of arts program information</p> <p>Arranges for staff to initiate and conduct action research projects</p> <p>Present annual report on arts program to district administration</p>	<p>Maintains school arts program info, data and documentation and uses it in appropriate venues</p> <p>Supports and nurtures PLCs or other staff groups engaged in action research on arts learning in the school</p> <p>Present descriptive annual report on arts program to district administration</p>
<i>Rate →</i>					
<b>ARTS SPECIALIST</b>	No Visual Arts or Music Specialist in school	Assists with collecting evidence of student arts learning in her/his art form	Collects diverse evidence of arts learning in art form and contributes to school wide documentation	Regularly gathers evidence of student learning, adds to school documentation	Frequently and strategically gathers evidence of student learning in and through the arts
<i>Rate →</i>					
<b>TEACHERS</b>		<p>One/more teachers create some hallway displays of artwork</p> <p>Collect some student arts assessments to share growth/performance with parents</p>	<p>Several teachers create hallway displays of student art work as clear evidence of what they are learning</p> <p>Include student growth in arts learning with parents, others during conferences</p>	<p>Periodically create hallway displays that celebrate and explain what was learned in/through arts integrated instruction</p> <p>Use specific examples of growth in student learning in arts during meetings, conferences</p>	<p>Routinely create hallway displays and website postings of arts learning in school</p> <p>Includes student performance in the arts on report card, using multiple indicators of student growth</p>
<i>Rate →</i>					
<b>Total #6</b>					



**PLAN\* PLAN\* PLAN\*PLAN**

**After** brainstorming in your journal activities and actions that you believe will move your school forward.

***“Taking into consideration what you have learned and the resources available to Alaskan schools,”***

**What can YOU do as a school/district leader in each of these timeframes?**

<p><b>5 months</b> (By the end of this school year)</p>	
<p><b>1 Year</b> (By January 31, 2012)</p>	

*Taking into consideration what you learned and the resources available to Alaskan schools*

**What can OTHERS do to support your school efforts toward arts infused teaching and learning in each of these time frames?**

**PLAN\* PLAN\* PLAN\*PLAN**

<p><b>3 months</b> (By end of school year)</p>	
<p><b>1 Year</b> (By January 31, 2012)</p>	