

**California Department of Education**  
**2018 California Distinguished Schools Program**  
**Criteria and Rubric for an Exemplary Program**  
**Award in Arts Education, Pre-K–6**

The following criteria will be used to evaluate your Visual and Performing Arts (VAPA) program for designation as a California Distinguished School in the Arts.

Schools whose educational programs or arts education curriculum and instruction are aligned to the California Visual and Performing Arts Standards are eligible to apply as a California Distinguished School in the Arts. The focus of this application is schools serving grades Pre-K–6. A separate application is available for grades 6–8 or 9–12 schools during the secondary cycle.

**Points given for evidence:**

- Exemplary descriptions with specific supporting detail (3)
- Adequate supporting detail (2)
- Needs to be addressed (1)

**THEME 1 – PROGRAM ADMINISTRATION AND ACCOUNTABILITY**

- A. Does the school leadership collaborate to create and revise an arts plan including policies to monitor and evaluate the teaching of all four arts disciplines aligned to the VAPA state standards across grade levels and curriculum?
- B. Is time allocated and protected in the schedule to ensure access to instruction, including project-based learning for all students in all four arts disciplines?
- C. Does the principal initiate, provide for teachers, and participate in professional learning related to teaching and learning in the four arts disciplines?
- D. Do appropriately credentialed arts teachers/teacher leaders teach the arts and provide input on the school budget to ensure quality materials, equipment, space, and technology are available for arts instruction?
- E. Do arts teachers receive equitable planning and collaboration time for curricular planning?
- F. Does the principal or district leadership review and evaluate the implementation, impact of, and access to a sequential VAPA curriculum by all students?
- G. Does the principal implement a communication plan and collect documentation that the total school community and community-at-large strongly support and embrace the academic value, career connections, and creative expression opportunities for students provided by the VAPA program?

- H. Do decisions for VAPA resources, facilities and funding involve key stakeholders and look at current and future arts education instructional needs, including LCFF funds?

**Total Possible: (24) Total:** \_\_\_\_\_

## **THEME 2 – CURRICULUM AND INSTRUCTION**

- A. Do standards-based VAPA courses in all four disciplines include applied, project-based and contextual learning experiences with clear grade level articulations and learning expectations?
- B. Are arts teachers regularly collaborating to ensure that the curriculum and instruction are aligned with the VAPA standards?
- C. Does the arts curriculum develop arts content literacy and technical artistic skills in all four disciplines, support 21st Century skills development, and provide for both informal and formal demonstration of student learning in the arts?
- D. Does the VAPA curriculum provide intentional, meaningful, and balanced integration of the arts and other content areas?
- E. Does the school have a regular process for revising the arts curriculum based on multiple indicators, including arts assessments, stakeholder surveys of needs, community input, and involve arts and non-arts teachers?
- F. Do teachers integrate authentic and curriculum aligned arts resources including virtual resources, use of technology in art making or presenting art works, community artists' residencies, field trips, etc., into the school arts culture?
- G. Do teachers engage students in high-level creative processes, problem identification and solving in the arts, and in applying high level analytical skills while performing, revising, and responding to their own art work and work of others?
- H. Do teachers provide exemplary models of artistic performances, creative processes, and products, in print, media, virtual, or live to enhance student learning in the arts?
- I. Does the rigorous curriculum in the arts result in regular and inclusive student performances, including student-initiated projects at a consistently high level?

**Total Possible: (27) Total Score:** \_\_\_\_\_

## **THEME 3 – ASSESSMENT**

- A. Are there clear, standards-based guidelines and tools for teachers to use formative and summative assessments in all four arts disciplines as a regular part of instruction and planning?

- B. Do students learn to independently and objectively utilize developmentally appropriate, discipline specific arts vocabulary in oral and written peer reviews and critiques to evaluate each other's work?
- C. Do teachers use the state arts' content standards and accepted discipline-specific exemplars of student work to establish high expectations for arts learning?
- D. Do teachers engage students in creating their own rubrics or scoring guides for standards-based, age appropriate arts learning?
- E. Does the teaching staff use the results of formative and summative assessment data in the arts to continually improve arts instruction?
- F. Do teachers regularly provide students with authentic, meaningful feedback in arts learning, and provide students with tools for establishing further learning goals?
- G. Are there annual school-based benchmarks based on student evidence of students' arts learning in each art discipline that are reviewed, monitored and used to improve teaching and learning in the arts?

**Total Possible: (21) Total Score: \_\_\_\_\_**

#### **THEME 4 – Professional Learning**

- A. Does the principal implement with all teachers a professional growth plan in the arts, which is regularly assessed, updated and adjusted in support of high quality instruction in the arts?
- B. Are there teacher collaboration and professional learning opportunities, including community arts partners, focused on improving teaching and learning in the arts funded by the school or district (including LCFF funds)?
- C. Are the professional learning opportunities in the arts planned with input from teachers' individual professional growth needs, research-based information on current arts issues and strategies, school based student art learning data, and connected to student needs?
- D. Are teachers supported individually and in teams or cohorts in on-going, in-depth, professional learning and curriculum development opportunities provided by arts educational entities like The California Arts Project, CCSESA, and the four arts education professional organizations?
- E. How are supervision and evaluation activities linked to improving VAPA teaching and promoting continuous improvement?

**Total Possible: (15) Total Score: \_\_\_\_\_**

**Application Total Possible: (87) Application Total Score: \_\_\_\_\_ /87**