

Florida Arts Model Schools

Application Rubric - DRAFT

School Applying: Type School Name Here

Reviewer: Type Reviewer Name Here

Arts Discipline Being Assessed: Type Arts Discipline Here

Response to Critical Success Factors

Critical Success Factor 1 - Leadership - Exemplary leadership and support is essential to a model arts education program.		Scoring Range		
Indicator A: Principal Letter of Support (10 points possible)	10	5	0	
	Principal articulates dynamic evidenced support of the arts education programs, has vast knowledge of program needs, and expresses great support for the FAMS Program.	Principal supports adequate arts initiatives ensuring success in arts education.	No letter submitted	
Indicator B: Arts Supervisor Letter of Support (10 points possible)	10	5	0	
	Arts Supervisor articulates a dynamic evidenced support of the arts education programs, has vast knowledge of program needs, and expresses great support for the FAMS Program.	Arts Supervisor supports adequate arts initiatives ensuring success in arts education.	No letter submitted	

Type Critical Success Factor 1 Score Here (0-20)

Type Reviewer Comments Here

Critical Success Factor 2 - Highly Qualified and Effective Arts Teachers - Retention of highly qualified and effective arts teachers at a school provides stability and consistency to the program and ensures long range learning gains for students.		Scoring Range		
Indicator A: Teacher Certification (10 points possible)	10	5 - 9	0	
	All teachers are certified	Some teachers certified	No teachers certified	
Indicator B: Teacher Self-Reflections (10 points possible)	8 - 10	4 - 7	0 - 3	
	Reflection describes substantial continuous professional growth, memberships in arts associations, notes significant achievements, and provides keen insight into teacher's philosophy in arts education.	Reflection describes some professional growth, memberships in arts associations, notes a few achievements, and mentions the teacher's philosophy in arts education.	Reflection provides little, if any insight into the teacher's philosophy. Little, to no, evidence of continuous professional growth. Little, to no, evidence of memberships in professional associations. Little, to no, achievements.	
Indicator C: Instructional Videos (30 points possible)	8 - 10	4 - 7	0 - 3	
Classroom Management	Evidence of high-quality classroom management skills	Evidence of acceptable classroom management skills	Little to no evidence of acceptable classroom	
Instruction	8 - 10	4 - 7	0 - 3	
	Instruction is standards-based and grade-level-appropriate	Instruction is standards-based but not grade-level appropriate. ---OR--- Instruction is not standards-based but is grade-level appropriate.	Instruction is neither standards-based nor grade-level appropriate.	
Student Engagement	8 - 10	4 - 7	0 - 3	
	Students are highly engaged and accurately communicate the focus of the lesson.	Students are mostly engaged and mostly communicate the focus of the lesson.	Little to no evidence of student engagement.	
Indicator D: Lesson Plans (10 points possible)	2	1	0	
Objective/s				

	Specific objectives are identified and reasonably attainable within the class period.	Objectives are identified but not reasonably attainable within the class period.	No objective is identified.
Standards	3	1.5	0
	Next Generation Sunshine State Standards are listed, fully reflect direct correlation to the lesson objective.	Next Generation Sunshine State Standards are listed and partially correlate to the lesson objective/s.	Next Generation Sunshine State Standards are listed with little or no correlation to the objective/s.
Essential Question/s	2	1	0
	Open-ended higher order thinking. Helps students conceptualize the goal of the lesson and challenges students to think critically.	Open-ended and encourages some higher order thought	Too simple and will not help students think critically.
Assessment	3	1.5	0
	Assessment shows a clear relationship to the objective(s) addressed in the lesson.	Assessment is provided but inaccurately measures the objective(s).	No assessment provided or the assessment does not measure the objective.
Type Score Here (0-60)		Type Reviewer Comments Here	
Scoring Range			
Critical Success Factor 3 - Curriculum - A well-articulated curriculum that accounts for and demonstrates significant learning outcomes through use of appropriate assessment measures is essential for student success.			
Indicator A: Curriculum Design (10 points possible)	8 - 10	4 - 7	0 - 3
	Clear evidence of a well-articulated standards-based curriculum that accounts for significant learning outcomes	Evidence of a standards-based curriculum that accounts for learning gains	Little to no evidence of a standards-based curriculum. ie: submission includes only a list of standards.
Indicator B: Arts Courses/Codes (10 points possible)	8 - 10	4 - 7	0 - 3
	Diverse course offerings including traditional and non-traditional courses occurring during the student day.	Diverse course offerings including traditional and non-traditional courses. Some may occur outside of the student day.	Non-traditional courses are lacking or too often occur outside of the student day.
Indicator C: Student Work/Example Performances (20 points possible)	15 - 20	7 - 14	0 - 6
	Significant evidence of exemplary student work and/or performances beyond the school level. All courses offered are represented in the submission.	Evidence of average to above-average student work and/or performances. Most courses offered are represented in the submission.	Evidence of below-average student work and/or performances. Few courses offered are represented in the submission.
Indicator D: Arts for All Assurances (10 points possible)	8 - 10	4 - 7	0 - 3
	Above average accommodations and methods are employed to ensure that all students have appropriate access to the arts curriculum.	Average accommodations and methods are employed to ensure that all students have appropriate access to the arts curriculum	Adequate accommodations are lacking. Arts courses are not available to all students.
Indicator E: Honors/Achievements (10 points possible)	8 - 10	4 - 7	0 - 3
	Evidence of exemplary program and individual student honors and achievements	Evidence of good program and individual student honors and achievements.	Little to no evidence of program and/or individual student honors and achievements is provided.
Indicator F: Program Assessment (10 points possible)	8 - 10	4 - 7	0 - 3
	Clear evidence of significant learning outcomes through use of appropriate classroom, school district, state, and/or external assessment measures on a consistent basis.	Evidence of learning outcomes through appropriate classroom and/or school district measures on a consistent basis.	Little to no evidence of learning outcomes is provided.
Type Score Here (0-80)		Type Reviewer Comments Here	

Critical Success Factor 4 - Facilities, Equipment, and Scheduling - Programs thrive when district and school leadership provides the structure that frees students to learn and teachers to engage them in the learning process.

Scoring Range			
Indicator A: Facilities /Equipment (10 points possible)	8 - 10	4 - 7	0 - 3
	Clear evidence of exemplary facilities and exceptional arts equipment.	Evidence of adequate facilities and adequate arts equipment	Below average facilities and arts equipment
Indicator B: Arts Course Schedule (10 points possible)	8 - 10	4 - 7	0 - 3
	A copy of the schedule is provided. Creative scheduling methods are employed to ensure high access to arts courses for all students and utilizes the arts teachers' time wisely.	A copy of the arts course schedule is provided. Scheduling meets the students needs and does not require arts teachers to perform duties beyond what is required of any other teachers.	Scheduling hinders students' access to arts courses and/or requires arts teachers to perform duties not required of other teachers. - --- OR--- No arts course schedule was provided.
Type Score Here (0-20)	Type Reviewer Comments Here		

Critical Success Factor 5 - Community Connection - When arts programs are a public part of the school's identity, the programs are strengthened and the community benefits.

Scoring Range			
Indicator A: Community Connection Description and Community Letters of Support (10 points possible)	8 - 10	4 - 7	0 - 3
	Strong reciprocal community arts connections are described by the applicant and supported by letters from community organizations.	Community arts connections are described by the applicant but are not supported by letters from community organizations.	There is little to no evidence of community arts connections.
Indicator B: Mentorship Opportunities and Benefits (10 points possible)	8 - 10	4 - 7	0 - 3
	Applicant currently provides mentoring services to other schools/teachers.	Applicant does not currently provide mentoring services to other schools but describes a clear plan for mentoring a school with rural or emerging arts programs.	Applicant does not currently provide mentoring services to other schools and does not provide a clear plan for mentoring a school with rural or emerging arts programs.
Type Score Here (0-20)	Type Reviewer Comments Here		

Critical Success Factor 6 - School Culture - Respect among arts and non-arts teachers is a key indicator of a strong program; respect for arts learning is evidenced throughout the school. Indicators: Responses to Focus Group Questionnaires, Letters of Community Support, Applicant's reflective responses.	Scoring Range		
Indicator A: School Perceptions of the Arts (10 points possible)	8 - 10	4 - 7	0 - 3
	An arts-rich school culture with high collegial respect and strong administrative support is described by the applicant.	There is evidence of collegial respect and administrative support for arts education	There is little to no evidence of collegial respect or administrative support for arts education.
Indicator B: Stakeholder Surveys (20 points possible)	15 - 20	7 - 14	0 - 6
	<i>Determined by survey data</i>	<i>Determined by survey data</i>	<i>Determined by survey data</i>
Indicator C: Survey Distribution (5 points possible)	4 - 5	1 - 3	0
	A clear and feasible plan describing distribution of the survey link to all school stakeholders is provided.	A clear and feasible plan describing distribution of the survey link to most school stakeholders is provided.	A plan is not provided or does not guarantee that most school stakeholders will have access to the survey.
Indicator C: School Arts Policies (10 points possible)	8 - 10	4 - 7	0 - 3
	Strong evidence of support for arts education is clearly supported by school-wide policies, philosophies, and/or goal statements.	School policies, philosophies, and/or goal statements are positive but do not provide overwhelming support for arts education.	School policies, philosophies, and/or goal statements may hinder students' success in the arts.
Type Score Here (0-45)	Type Reviewer Comments Here		
0	Type Any Final Comments and Thoughts Here		