**Historical Context**

The Florida Department of Education (FDOE) supports a complete and comprehensive education that includes dance, music, theatre, and visual arts for all Florida students. To help achieve this goal, the Florida Department of Education, in partnership with the Florida Alliance for Arts Education (FAAE), seeks to identify model arts education programs in schools throughout Florida. The Florida Arts Model Schools (FAMS) program recognizes schools that offer exemplary programs in any of the four arts disciplines. Schools can apply for FAMS designation in one or more arts disciplines. In addition, the designation of Florida Arts Achievement Model School will be given to secondary schools receiving a FAMS designation in all four arts areas and elementary schools receiving a FAMS designation in at least three out of the four arts areas.

**Application Sections**

A complete FAMS application contains the following components. The full application should be submitted electronically via the FAMS Application Web Site.

1. Applicant Information
2. Responses to Six Critical Success Factors
3. Agreement to present school Success Factors at the FAAE Annual Leadership Summit

**Application Submission**

The 2020 FAMS application period will open October 1, 2019 on the FAAE website [www.faae.org](http://www.faae.org). Interested schools should submit a completed Florida Arts Model Schools application via the application web site by January 17, 2020. Completed applications will be evaluated by a committee of arts education experts noted for their accomplishments in dance, music, theatre, and visual arts education. Final designee selections will be based upon the results of individually scored applications.

**FAMS Designation Benefits**

The FAMS designation period is three years and includes the following:

- Designation announced via e-blast from the Department of Education to all Florida schools
- Recognition on the FAAE Web Site
- Present success story at the FAAE Annual Leadership Summit
- FAMS award presented at the 2020 FAAE Summit Awards Celebration

**Further Information**

Further information about the application process can be obtained by contacting Leiland Theriot, Executive Director of FAAE, via e-mail at director@faae.org, or by phone at 941-266-7316.

**Special Thanks**

A special thanks to the following arts education associations for their assistance in developing the Florida Arts Model Schools program and reviewing applications:

- Florida Art Education Association (FAEA)
- Florida Association of Theatrical Educators (FATE)
- Florida Dance Education Organization (FDEO)
- Florida Music Education Association (FMEA)
Please fill out all requested information

School
School Name: ___________________________ District: ___________________________
School Address: ___________________________ City: ___________________________
School Phone: (____) ___________ Website: ___________________________
Principal’s Name: ___________________________ Email: ___________________________

Primary Contact for Application
Name: ___________________________ Phone: (____) ___________ Ext. Email: ___________________________

District Arts Contact
Name: ___________________________ Title: ___________________________
Phone: (____) ___________ Ext. Email: ___________________________

District Arts Website: ___________________________

Type of School:

<table>
<thead>
<tr>
<th>___________________________</th>
<th>___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>Middle/Junior High School</td>
</tr>
<tr>
<td>Senior High School</td>
<td>Combination School</td>
</tr>
<tr>
<td>Department of Juvenile Justice School</td>
<td>Alternative Education School</td>
</tr>
<tr>
<td>Career and Technical School</td>
<td>Visual and Performing Arts Magnet School</td>
</tr>
<tr>
<td>Arts Academy</td>
<td>Magnet School of (indicate theme)</td>
</tr>
</tbody>
</table>
| Exceptional Student Education Center | ___________________________

Check the content area(s) in which your school is applying for recognition.

☐ Dance
☐ Music
☐ Theatre
☐ Visual Art
Florida Arts Model Schools Application

Directions: Please answer the questions below in the provided boxes. Incomplete applications will not be scored.

School Name and District
Provide your school name and district name in the spaces below.

School Name: __________________________ District: __________________________

Required Documents for Scoring Consideration:

Critical Success Factor 1 (CSF1) - Leadership (20 points)
Leadership, both at the school and at the district level, along with clear policies and initiatives ensures the stability necessary for programs to reach their full potential.

A. Administrative letter of support – Upload a letter of endorsement from the school principal showing support for your school’s application. UPLOAD

B. District supervisor letter of endorsement – Upload a letter of endorsement from the district arts supervisor or in the case of a district that does not have a dedicated arts supervisor, the district employee tasked with overseeing arts education in the county as part of their duties (e.g. K-12 Curriculum Director) showing support for your school’s application. UPLOAD
Critical Success Factor 2 (CSF2) – Highly Qualified and Effective Arts Teachers (60 points)
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.

Certified arts instructors - Are all arts classes taught by Florida Department of Education
certified arts instructors? (Yes/No) If no, please provide a brief explanation:

Arts Instructional Personnel – Please provide the name, certification number, and content area for all
instructional personnel teaching within each content area for which you are seeking a designation. For instance,
if you are applying for a music designation, you will need to include the band, chorus, and orchestra teachers.
For each teacher, please upload a lesson plan, include a link to an instructional video no more than 15 minutes
in length, and a self-reflection of the lesson (300 words maximum).

1. Teacher Name/DOE Certification Number: <text box>
   Content Area: Dance Music Theatre Visual Art
   Lesson Plan: UPLOAD
   Instructional Video: <text box for link>
   Self-Reflection: UPLOAD

2. Teacher Name/DOE Certification Number: <text box>
   Content Area: Dance Music Theatre Visual Art
   Lesson Plan: UPLOAD
   Instructional Video: <text box for link>
   Self-Reflection: UPLOAD

3. Teacher Name/DOE Certification Number: <text box>
   Content Area: Dance Music Theatre Visual Art
   Lesson Plan: UPLOAD
   Instructional Video: <text box for link>
   Self-Reflection: UPLOAD

4. Teacher Name/DOE Certification Number: <text box>
   Content Area: Dance Music Theatre Visual Art
Lesson Plan:  UPLOAD

Instructional Video:  <text box for link>

Self-Reflection:  UPLOAD

5. Teacher Name/DOE  Certification Number:  <text box>
   Content Area:  Dance   Music   Theatre   Visual Art
   Lesson Plan:  UPLOAD
   Instructional Video:  <text box for link>
   Self-Reflection:  UPLOAD

6. Teacher Name/DOE  Certification Number:  <text box>
   Content Area:  Dance   Music   Theatre   Visual Art
   Lesson Plan:  UPLOAD
   Instructional Video:  <text box for link>
   Self-Reflection:  UPLOAD

7. Teacher Name/DOE  Certification Number:  <text box>
   Content Area:  Dance   Music   Theatre   Visual Art
   Lesson Plan:  UPLOAD
   Instructional Video:  <text box for link>
   Self-Reflection:  UPLOAD

8. Teacher Name/DOE  Certification Number:  <text box>
   Content Area:  Dance   Music   Theatre   Visual Art
   Lesson Plan:  UPLOAD
   Instructional Video:  <text box for link>
   Self-Reflection:  UPLOAD

9. Teacher Name/DOE  Certification Number:  <text box>
   Content Area:  Dance   Music   Theatre   Visual Art
Lesson Plan:  

Instructional Video: <text box for link>

Self-Reflection: UPLOAD

10. Teacher Name/DOE Certification Number: <text box>

Content Area: Dance  Music  Theatre  Visual Art

Lesson Plan: UPLOAD

Instructional Video: <text box for link>

Self-Reflection: UPLOAD

11. Teacher Name/DOE Certification Number: <text box>

Content Area: Dance  Music  Theatre  Visual Art

Lesson Plan: UPLOAD

Instructional Video: <text box for link>

Self-Reflection: UPLOAD

12. Teacher Name/DOE Certification Number: <text box>

Content Area: Dance  Music  Theatre  Visual Art

Lesson Plan: UPLOAD

Instructional Video: <text box for link>

Self-Reflection: UPLOAD

13. Teacher Name/DOE Certification Number: <text box>

Content Area: Dance  Music  Theatre  Visual Art

Lesson Plan: UPLOAD

Instructional Video: <text box for link>

Self-Reflection: UPLOAD

14. Teacher Name/DOE Certification Number: <text box>

Content Area: Dance  Music  Theatre  Visual Art

Lesson Plan: UPLOAD
15. Teacher Name/DOE Certification Number: <text box>

Content Area: Dance    Music    Theatre    Visual Art

Lesson Plan: UPLOAD

Instructional Video: <text box for link>

Self-Reflection: UPLOAD

16. Teacher Name/DOE Certification Number: <text box>

Content Area: Dance    Music    Theatre    Visual Art

Lesson Plan: UPLOAD

Instructional Video: <text box for link>

Self-Reflection: UPLOAD
Critical Success Factor 3 – Curriculum (70 points)

A well-articulated standards-based curriculum that accounts for and demonstrates significant learning outcomes through use of appropriate assessment measures is essential for student success.

A. Curriculum Design
Please provide a copy of the District or School Adopted Standards-Based Arts Curriculum Plan (i.e.; Map, Pacing Guide, etc.) for each art discipline for which the school is seeking FAMS-designation. Note: This is not simply a list of the Next Generation Sunshine State Standards, National Arts Standards, or link to CPALMS. Provide Link to online documents________________________or UPLOAD OR

If no district or school plan is in place, please provide a written statement that explains your school’s arts curriculum design process with fidelity to the Next Generation Sunshine State ARTS Standards.

B. Arts-For-All (200-word limit) – Provide information demonstrating that all students receive access to arts instruction. For example, please discuss how ESE, ESOL, or other students who may not be mainstreamed into art classes are able to access arts instructions. Include the criteria and process for placing students who are mainstreamed with other classes for arts instruction and describe how arts instruction is differentiated for these students. <add text box>

C. Arts courses - List all courses with appropriate course code numbers that are taught in each content area during the official student contact day for which you seek FAMS Designation. <add text box>

D. Examples of student work – Please provide a link to one video containing examples of student work for each area in which you are applying. Performance clip(s) within each video should contain highlights of the performing groups in your program but the total should not be more than six minutes per content area. Limit the total number of visual arts examples contained in the video to ten.

Please note: If the application lists numerous courses/programs, then student performance/work examples must include all of the programs. For example, if an applicant lists strings, chorus, and Orff programs, then the video of student performances should show all three of the respective programs. Another example: if an applicant lists visual art courses such as ceramics, 3D, and digital art, then the student work samples should be representative of all listed courses.

Uploading to YouTube or similar streaming site is required.

Music link: <add text box>
Visual Arts link: <add text box>
Dance link: <add text box>
Theatre link: <add text box>

E. Student performances/exhibits and achievements - List performance and exhibit opportunities in which students participated in the previous year including performance assessments, adjudications, and competitions. Provide ratings/rankings as appropriate. Include a list of the repertoire/repertory performed at these events. You may also include any individual student achievements in this section, including arts scholarships received. UPLOAD

F. Program Assessment (200-word limit) – Describe the process by which the art teachers assess whether the students within the respective program(s) are meeting course benchmarks. For example, student juries, external assessments (Music Performance Assessments), or end-of-course exams. This process could include informal classroom-based assessments as well.

<add text box>
Critical Success Factor 4 (CSF4) – Facilities, Equipment and Scheduling (20 points)
Programs thrive when district/school leadership provides the structure that frees students to learn and teachers to engage them in the learning process.

A. Arts Facilities
   • Describe the facilities/spaces for instruction and performances/exhibits in each specific arts area (e.g., studios, storage areas, kiln rooms, music classrooms, ensemble rooms, rehearsal spaces). Indicate whether or not all of the facilities are accessible to individuals with disabilities.
   • Provide a link to a video featuring a virtual tour of the arts instructional, performance/exhibition facilities.

   Music Facilities link:  <add text box>
   Visual Arts Facilities link:  <add text box>
   Dance Facilities link:  <add text box>
   Theatre Facilities link:  <add text box>

B. Arts Materials/Equipment
   • Provide a brief statement indicating the level of support given to arts faculty for the purchase of classroom materials.
   • Provide a link to a video featuring evidence of high-quality arts materials and equipment (including any technology) in good and usable condition for each arts area seeking FAMS designation. Include evidence of the availability of equipment for students with disabilities.

   Music Materials/Equipment link:  <add text box>
   Visual Arts Materials/Equipment link:  <add text box>
   Dance Materials/Equipment link:  <add text box>
   Theatre Materials/Equipment link:  <add text box>

C. Arts Schedules
   • Describe your school’s approach to creating an arts schedule that ensures student equity, access, and success in arts education. Elementary schools should include the number of contact minutes per week arts teachers have with students. In addition, indicate any additional duties that are assigned to arts teachers beyond what is required of regular classroom teachers.
   • Provide a copy of your arts course schedule.

   Music Schedule:  UPLOAD
   Visual Art Schedule:  UPLOAD
   Dance Schedule:  UPLOAD
   Theatre Schedule:  UPLOAD
**Critical Success Factor 5 (CSF 5) – Community Connection (20 points)**
When arts programs are a public part of the school’s identity, the programs are strengthened and the community benefits.

A. **Community Resources and Partnerships** (250-word limit) - Describe how community resources and partnerships are used to enhance student learning and broaden the scope of instruction in each content area for which the school is applying. Include a description of any reciprocation of services such as equipment loaning and/or facilities, student-priced tickets, etc.

   <add text box>

B. **Letters of community support** – Upload up to three letters in support of your FAMS Application, in a single scanned document, from community partners.

   - Music Community Support
   - Visual Community Support
   - Dance Community Support
   - Theatre Community Support

C. **Mentoring** (250-word limit) – Describe any current mentoring practices you provide to other schools/teachers in your area.

   <add text box>

---

**Critical Success Factor 6 (CSF6) – School Culture (40 points)**
Respect among arts and non-arts teachers is a key indicator of a strong program; respect for arts learning is evidenced throughout the school.

A. How does the school indicate its respect for arts learning among the staff and throughout the school?

   <add text box>

B. What written policies, philosophies and/or goal statements relating to arts education exist at the school?

   <add text box>

C. School Culture Survey for Non-Arts Teachers and Parents: Each FAMS Application must be supported by feedback from school stakeholders. A customized school culture survey link will be provided to all FAMS applicants by January 20, 2020. It is the responsibility of the applicant to provide the link to all school stakeholders and ensure at least 20 responses per content area in which you seek a FAMS designation by January 31, 2020. Please describe the method your school will use to share the link with all school stakeholders.

   <add text box>
Application Review and Award Process

**Application Collection**
FAAE will oversee the collection of applications and use the Application Checklist to verify application completeness.

**Application Review**
FAAE will partner with the Florida Music Educators’ Association, the Florida Art Education Association, the Florida Association for Theatre Education, and the Florida Dance Education Organization (FMEA, FAEA, FATE and FDEO), to identify and train a committee of application reviewers. The committee shall consist of arts education experts in each arts discipline. Each committee member will be selected based upon the recommendations of their respective professional associations.

The Application Review Committee Members will independently review all applications from January 24, 2020 through February 21, 2020 and submit their completed independent review materials with comments to FAAE.

**FAMS Designation**
FAAE will tabulate final scores and make recommendations for FAMS designations to the Department of Education. FAAE will announce DOE-approved FAMS Designees on or before March 31, 2020.

**FAMS Program Sharing**
One staff from each content area in which the FAMS designation was earned and one school-based administrator will attend the FAMS Program Sharing Session with other schools interested in applying for the FAMS designation during the FAAE Annual Leadership Summit on June 24-27, 2020 at the Westin Cape Coral in Lee County, Florida.

**FAMS Recognition**
FAMS designees will be honored and recognized during the Annual FAMS Recognition during the FAAE Annual Leadership Summit on June 24-27, 2020 at the Westin Cape Coral in Lee County, Florida. Awards will be presented at that time.
Application Checklist

Technical Requirements
☐ Word Processor Files are submitted as .pdf files
☐ Videos are submitted via link to an online streaming video. Videos requiring reviewers to download will not be accepted.

Application Requirements
☐ Complete all demographic information
☐ Agree to participate in the FAMS Sharing Session at the FAAE Annual Leadership Summit on June 24-27, 2020 at the Westin Cape Coral in Lee County, Florida.

Responses to Six Critical Success Factors

Critical Success Factor 1 – Leadership
☐ Uploaded district supervisor letter of endorsement
☐ Uploaded principal letter of support

Critical Success Factor 2 – Highly Qualified and Effective Arts Teachers
☐ Provide all arts teachers’ Florida Teaching Certificate Numbers
☐ Uploaded all arts teachers written self-reflections
☐ Uploaded one 15-minute instructional video per arts teacher
☐ Uploaded lesson plans to accompany each instructional video on the FAAE-provided template

Critical Success Factor 3 – Curriculum
☐ Uploaded the District or School Standards-Based Arts Curriculum Plan
☐ Uploaded list of arts courses and course code numbers
☐ Linked video examples of student representative of the complete arts program
☐ Described Arts for All Assurances
☐ Described methods of assessing the quality of the arts programs
☐ Listed special student performances, exhibits, and/or achievements

Critical Success Factor 4 – Facilities, Equipment and Scheduling
☐ Described facilities
☐ Uploaded video link of facilities
☐ Described materials/equipment
☐ Uploaded video link of equipment
☐ Described the arts schedule
☐ Uploaded a copy of the schedules for each content area in which you seek a FAMS designation

Critical Success Factor 5 – Community Connection
☐ Described community connections
☐ Uploaded letters of community support for each content area in which you seek a FAMS designation
☐ Described current and potential mentorship opportunities and benefits

Critical Success Factor 6 – School Culture
☐ Described school perceptions of the arts
☐ Described official school arts policies, etc.
☐ Described method for mass distribution of the survey link to school stakeholders.
Application Review

Reviewer Committee Members
The Florida Arts Model Schools Review Committee consists of experts in arts education. Each of the state arts professional associations nominates experts to represent their respective fields (dance, music, theatre, and visual arts) and FAAE selects general education experts.

Review Teams
Each completed FAMS Application will be reviewed by three – nine experts in accordance with the review plan below.

Contents for Review
Following a reviewer training, reviewers will work individually to review submissions in their respective content areas of expertise.

1. Completed Applications
   I. Critical Success Factor 1 – Leadership
      ✓ Principal Letter of Support
      ✓ District Supervisor Letter of Support
   II. Critical Success Factor 2 – Highly Qualified and Effective Arts Teachers
      ✓ Florida Teaching Certificates
      ✓ Self-Reflections (300 word per arts teacher)
      ✓ Instructional Videos (one 15-minute video per arts teacher)
      ✓ Lesson Plans on the FAAE-supplied template (to accompany instructional videos)
   III. Curriculum
      ✓ Standards-Based Arts Curriculum Design (Map, Pacing Guide, or written description)
      ✓ Arts Courses and Codes
      ✓ Student Work Examples
      ✓ Arts for All Assurances
      ✓ Substantiating Student Mastery of Benchmarks
      ✓ Honors/Achievements
   IV. Facilities, Equipment, and Scheduling
      ✓ Facilities Images and Descriptions
      ✓ Equipment Images and Descriptions
      ✓ Arts Schedule/s (copies) and descriptions
   V. Community Connection
      ✓ Community Connection Description
      ✓ Community Letters of Support
      ✓ Mentorship Opportunities and Benefits Description
   VI. School Culture
      ✓ School Perceptions of the Arts
      ✓ Parent and Non-Arts Teacher Surveys
      ✓ Plan for Mass Distribution of the Survey Link
      ✓ School Arts Policies, etc.
Tabulation of Scores
Reviewers will use the Florida Arts Model Schools Rubric to assess all FAMS Applications. Reviewers will submit their completed rubrics with comments to FAAE. FAAE personnel will tabulate the final scores and submit them to the DOE for approval.

FAMS Designation
Schools earning 212 out a possible 235 points from the combined and averaged scores of the adjudicators will receive the FAMS designation for the corresponding discipline applied for.

Comprehensive FAMS Designation
Elementary schools receiving designations in three out of four disciplines or secondary schools receiving designations in all four disciplines: visual arts, music, dance, and theatre will receive the recognition status of Florida Arts Achievement Model School.
# Lesson Title

<table>
<thead>
<tr>
<th>Lesson Description:</th>
<th>Grade Level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject(s):</td>
<td>Suggested Technology:</td>
</tr>
<tr>
<td>Intended Audience:</td>
<td>Lesson Supports Reading in the Content Area: Yes or No?</td>
</tr>
<tr>
<td>Instructional Time:</td>
<td>Keywords:</td>
</tr>
<tr>
<td>Learning Objectives:</td>
<td>What should students know and be able to do as a result of this lesson?</td>
</tr>
<tr>
<td>Students will be able to:</td>
<td></td>
</tr>
<tr>
<td>Prior Knowledge:</td>
<td>What prior knowledge should students have from this lesson?</td>
</tr>
<tr>
<td>Guiding Questions:</td>
<td>What are the guiding questions for this lesson?</td>
</tr>
<tr>
<td>Teaching Phase:</td>
<td>How will the teacher present the concept or skill to students?</td>
</tr>
<tr>
<td>➢ Guided Practice:</td>
<td>What activities or exercises will the students complete with teacher guidance?</td>
</tr>
<tr>
<td>➢ Task 1</td>
<td></td>
</tr>
<tr>
<td>➢ Task 2</td>
<td></td>
</tr>
<tr>
<td>➢ Etc.</td>
<td></td>
</tr>
<tr>
<td>Independent Practice:</td>
<td>What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?</td>
</tr>
<tr>
<td>Closure:</td>
<td>How will the teacher assist students in organizing the knowledge gained in the lesson?</td>
</tr>
<tr>
<td>Summative Assessment:</td>
<td>Formative Assessment:</td>
</tr>
<tr>
<td>Feedback to Students:</td>
<td></td>
</tr>
<tr>
<td>Accommodations &amp; Recommendations:</td>
<td>Extensions:</td>
</tr>
<tr>
<td>Special Materials Needed:</td>
<td>Further Recommendations:</td>
</tr>
<tr>
<td>Additional Information/Instructions:</td>
<td></td>
</tr>
<tr>
<td>Related Standards :</td>
<td></td>
</tr>
<tr>
<td>• Benchmark 1</td>
<td>Etc.</td>
</tr>
<tr>
<td>Integrated Standards of Other Content Area(s):</td>
<td></td>
</tr>
<tr>
<td>• Benchmark 1</td>
<td>Etc.</td>
</tr>
</tbody>
</table>
## Critical Success Factor 1 - Leadership
Exemplary leadership and support is essential to a model arts education program.

### Indicator A: Principal Letter of Support (10 points possible)
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Principal articulates dynamic evidenced support of the arts education programs, has vast knowledge of program needs, and expresses great support for the FAMS Program.</td>
</tr>
<tr>
<td>5</td>
<td>Principal supports adequate arts initiatives ensuring success in arts education.</td>
</tr>
<tr>
<td>0</td>
<td>No letter submitted</td>
</tr>
</tbody>
</table>

### Indicator B: Arts Supervisor Letter of Support (10 points possible)
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>Arts Supervisor supports adequate arts initiatives ensuring success in arts education.</td>
</tr>
<tr>
<td>0</td>
<td>No letter submitted</td>
</tr>
</tbody>
</table>

## 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.

### Indicator A: Teacher Certification (10 points possible)
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>All teachers are certified</td>
</tr>
<tr>
<td>5 - 9</td>
<td>Some teachers certified</td>
</tr>
<tr>
<td>0</td>
<td>No teachers certified</td>
</tr>
</tbody>
</table>

### Indicator B: Teacher Self-Relections (10 points possible)
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 10</td>
<td>Reflection describes substantial continuous professional growth, memberships in arts associations, notes significant achievements, and provides keen insight into teacher's philosophy in arts education.</td>
</tr>
<tr>
<td>4 - 7</td>
<td>Reflection describes some professional growth, memberships in arts associations, notes a few achievements, and mentions the teacher's philosophy in arts education.</td>
</tr>
<tr>
<td>0 - 3</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Indicator C: Instructional Videos (30 points possible)
<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management</td>
<td>8 - 10</td>
<td>Evidence of high-quality classroom management skills</td>
</tr>
<tr>
<td>Instruction</td>
<td>8 - 10</td>
<td>Instruction is standards-based and grade-level-appropriate. ---OR---- Instruction is not standards-based but is grade-level appropriate.</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>8 - 10</td>
<td>Students are highly engaged and accurately communicate the focus of the lesson.</td>
</tr>
</tbody>
</table>

### Indicator D: Lesson Plans (10 points possible)
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Objective/s</td>
</tr>
<tr>
<td>1</td>
<td>Objective/s</td>
</tr>
<tr>
<td>0</td>
<td>Objective/s</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Indicator A: Curriculum Design (10 points possible)</th>
<th>8 - 10</th>
<th>4 - 7</th>
<th>0 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear evidence of a well-articulated standards-based curriculum that accounts for significant learning outcomes</td>
<td>Evidence of a standards-based curriculum that accounts for learning gains</td>
<td>Little to no evidence of a standards-based curriculum. I.e. submission includes only a list of standards.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator B: Arts for All Assurances (10 points possible)</th>
<th>8 - 10</th>
<th>4 - 7</th>
<th>0 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average accommodations and methods are employed to ensure that all students have appropriate access to the arts curriculum</td>
<td>Average accommodations and methods are employed to ensure that all students have appropriate access to the arts curriculum</td>
<td>Adequate accommodations are lacking. Arts courses are not available to all students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator C: Arts Courses/Codes (10 points possible)</th>
<th>8 - 10</th>
<th>4 - 7</th>
<th>0 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diverse course offerings including traditional and non-traditional courses occurring during the student day.</td>
<td>Diverse course offerings including traditional and non-traditional courses. Some may occur outside of the student day</td>
<td>Non-traditional courses are lacking or too often occur outside of the student day</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator D: Student Work/Example Performances (20 points possible)</th>
<th>15 - 20</th>
<th>7 - 14</th>
<th>0 - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant evidence of exemplary student work and/or performances beyond the school level. All courses offered are represented in the submission.</td>
<td>Evidence of average to above-average student work and/or performances. Most courses offered are represented in the submission.</td>
<td>Evidence of below-average student work and/or performances. Few courses offered are represented in the submission.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator E: Honors/Achievements (10 points possible)</th>
<th>8 - 10</th>
<th>4 - 7</th>
<th>0 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of exemplary program and individual student honors and achievements</td>
<td>Evidence of good program and individual student honors and achievements.</td>
<td>Little to no evidence of program and/or individual student honors and achievements is provided.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator F: Program Assessment (10 points possible)</th>
<th>8 - 10</th>
<th>4 - 7</th>
<th>0 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear evidence of significant learning outcomes through use of appropriate classroom, school district, state, and/or external assessment measures on a consistent basis.</td>
<td>Evidence of learning outcomes through appropriate classroom and/or school district measures on a consistent basis.</td>
<td>Little to no evidence of learning outcomes is provided.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Indicator A/B: Facilities /Equipment (10 points possible)</th>
<th><strong>Scoring Range</strong></th>
<th><strong>Type Reviewer Comments Here</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear evidence of exemplary facilities and exceptional arts equipment.</td>
<td>8 - 10</td>
<td>Evidence of adequate facilities and adequate arts equipment</td>
</tr>
<tr>
<td>Evidence of adequate facilities and adequate arts equipment</td>
<td>4 - 7</td>
<td>Below average facilities and arts equipment</td>
</tr>
<tr>
<td>Below average facilities and arts equipment</td>
<td>0 - 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator C: Arts Course Schedule (10 points possible)</th>
<th><strong>Scoring Range</strong></th>
<th><strong>Type Reviewer Comments Here</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>8 - 10</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>4 - 7</td>
<td>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.</td>
</tr>
<tr>
<td>Scheduling hinders students’ access to arts courses and/or requires arts teachers to perform duties not required of other teachers.</td>
<td>0 - 3</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Indicator A/B: Community Connection Description and Community Letters of Support (10 points possible)</th>
<th><strong>Scoring Range</strong></th>
<th><strong>Type Reviewer Comments Here</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong reciprocal community arts connections are described by the applicant and supported by letters from community organizations.</td>
<td>8 - 10</td>
<td>Community arts connections are described by the applicant but are not supported by letters from community organizations.</td>
</tr>
<tr>
<td>Community arts connections are described by the applicant but are not supported by letters from community organizations.</td>
<td>4 - 7</td>
<td>There is little to no evidence of community arts connections.</td>
</tr>
<tr>
<td>There is little to no evidence of community arts connections.</td>
<td>0 - 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator C: Mentorship Opportunities and Benefits (10 points possible)</th>
<th><strong>Scoring Range</strong></th>
<th><strong>Type Reviewer Comments Here</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant currently provides mentoring services to other schools/teachers.</td>
<td>8 - 10</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>4 - 7</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>0 - 3</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>School Perceptions of the Arts (10 points possible)</th>
<th>8 - 10</th>
<th>4 - 7</th>
<th>0 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>An arts-rich school culture with high collegial respect and strong administrative support is described by the applicant.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>There is evidence of collegial respect and administrative support for arts education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>There is little to no evidence of collegial respect or administrative support for arts education.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>School Arts Policies (10 points possible)</th>
<th>8 - 10</th>
<th>4 - 7</th>
<th>0 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>Strong evidence of support for arts education is clearly supported by school-wide policies, philosophies, and/or goal statements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>School policies, philosophies, and/or goal statements are positive but do not provide overwhelming support for arts education.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>School policies, philosophies, and/or goal statements may hinder students' success in the arts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Survey Distribution (5 points possible)</th>
<th>4 - 5</th>
<th>1 - 3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>A clear and feasible plan describing distribution of the survey link to all school stakeholders is provided.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>A clear and feasible plan describing distribution of the survey link to most school stakeholders is provided.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>A plan is not provided or does not guarantee that most school stakeholders will have access to the survey.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Stakeholder Surveys (20 points possible)</th>
<th>15 - 20</th>
<th>7 - 14</th>
<th>0 - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>Determined by survey data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
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<td></td>
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<td>Indicator</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Type any final comments and thoughts here.