



Program Review: Arts and Humanities

Nelson County High School

Nelson County School District

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Introduction

This report contains Program Review results for Arts and Humanities. This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student works samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i)) Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Student Access

All students should have equitable access to high quality curriculum and instruction.

	Statement or Question	Response	Rating
a)	To what extent does the school provide access for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines?	The arts program offers individual students the opportunity to develop their own talents in the three processes of creating, performing, and responding to the arts with the support of teachers, beyond the regular classroom.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides discipline-based instruction and protected time in each arts discipline as outlined in the Kentucky Core Academic Standards?	<p>Arts teachers collaborate (K-12) to ensure that curriculum is vertically aligned for discipline-based instructional program in each arts discipline.</p> <ul style="list-style-type: none"> • Elementary: All students have an average of 150 minutes per week of regularly scheduled discipline-based arts instruction providing for exploration of each of the four art forms outlined in the KCAS. • Middle School: All students have regularly scheduled discipline-based, arts courses in each of the four art forms yearly which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes. • High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized and scaffolded arts course in each art form is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement. 	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

The evidence provided includes:

1. The handbook for the NCHS Band that includes policies and information for students interested in extra-curricular performance opportunities outside the regular school day. Volunteer ensembles include Marching Band, Pep Band, Jazz band, brass quintet, colorguard, winterguard, woodwind ensembles, all-district band, all-state band, solo and ensemble and percussion ensemble.

2. The handbook for the NCHS Choir that includes policies and information for students interested in extra-curricular performance

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opportunities outside the regular school day. Volunteer opportunities include all-county chorus, all-district chorus, all-state choir and solo and ensemble.

3. An audition packet and rehearsal schedule is included in the evidence for those students interested in participating in a volunteer, after-school play or musical. This year we performed Steel Magnolias in the fall, KMAS 1940's Christmas Homecoming in December and Disney's Beauty and the Beast in May.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The evidence provided shows the arts program offer individual students the opportunity to develop their own talents in the three processes of creating, performing, and responding to the arts with the support of teachers, beyond the regular classroom through the extra-curricular activities such as marching band, pep band, jazz band, all-county chorus, after school musicals and plays as well as art contests and exhibitions.

Curriculum and Instruction: Aligned and Rigorous Curriculum

An aligned and rigorous curriculum provides access to Kentucky Core Academic Standards (KCAS) for all students as defined by state standards.

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Core Academic Standards?	The arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Core Academic Standards.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Common Core Standards for English/Language Arts?	The arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Common Core Standards for English/Language Arts.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that the school's curriculum provides opportunities for integration as natural cross-curricular connections are made between the arts and other content areas?	The school curriculum provides intentional and meaningful integration of the arts and other content areas with natural cross-curricular connections.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the arts curriculum includes the study of representative and exemplary works of dance, music, theater and visual arts from a variety of artists, cultural traditions and historical periods?	The arts curriculum includes the study of representative and exemplary works of dance, music, theater and visual arts from a variety of artists, cultural traditions and historical periods.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the school ensure that the arts curriculum is revised using multiple indicators such as student formative and summative assessments, arts organization performance assessments from sanctioned events, or other student needs?	The school arts curriculum is revised using multiple indicators such as student formative and summative assessments, arts organization performance assessments from sanctioned events, or other student needs.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Evidence included in this demonstrator includes the course guidebook for the NCHS arts courses showing the year-long (or equivalent) Discipline-based arts instruction through multiple, specialized arts courses in each art form is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and

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Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement.

Other evidence included shows student work from numerous classes (Agriculture, Math, Spanish) that proves the school curriculum provides opportunities for development of arts literacy and integration through cross-curricular subjects.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

NCHS offers year-long Discipline-based arts instruction through multiple, specialized arts courses in each art form is available to any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement.

Curriculum and Instruction: Instructional Strategies

Teachers implement instructional strategies that provide quality experiences, a variety of activities, and access for all students.

	Statement or Question	Response	Rating
a)	To what extent do teachers systematically incorporate all three components of arts study: creating, performing and responding into the arts?	Teachers systematically incorporate all three components of arts study: creating, performing and responding to the arts.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills?	Teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do arts teachers provide for the development of artistic theory, skills, and techniques through the development of student performances or products that are relevant and developmentally appropriate for students?	Arts teachers provide for the development of artistic theory, skills, and techniques through the development of student performances or products that are relevant and developmentally appropriate for students.	Proficient

	Statement or Question	Response	Rating
d)	To what extent is the arts curriculum enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day?	The arts curriculum is enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

The evidence provided for this standard includes numerous examples of student work from various classes across the school curriculum based on exemplar models from professional artists. Also included in this evidence are examples of field trips to Nashville for and Arts Day as well as numerous professional artists, musicians who perform with the students, vocal lessons from professional singers, choreography taught by a local professional choreographer.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

This standard is a strong area for NCHS because teachers systematically incorporate all three components of arts study: creating, performing and responding to the arts through various projects and performances. Teachers provide print, electronic media, virtual or live

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models of exemplary artistic performances and products to enhance students' understanding of each arts discipline and to develop their performance/production skill. And there are multiple opportunities and connections with guest and community artists, field trips through the local connections with The Stephen Foster to promote learning of Kentucky Core Academic Standards within the arts and other content areas.

Curriculum and Instruction: Student Performance

All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.

	Statement or Question	Response	Rating
a)	To what extent are students actively engaged in creating, performing and responding to the arts?	Students are actively engaged in creating, performing and responding to the arts.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance?	Students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting in their artistic performances and products?	Students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting in their artistic performances and products.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do students use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignments?	Students use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignments.	Proficient

	Statement or Question	Response	Rating
e)	To what extent do students demonstrate the ability to become self-sufficient in creating performances and/or products after teacher guidance?	Students demonstrate the ability to become self-sufficient in creating performances and/or products after teacher guidance.	Proficient

	Statement or Question	Response	Rating
f)	To what extent are students supported and encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment {at the middle and high school levels?}?	Students are supported and encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment {at the middle and high school levels?}.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

The evidence provided for this standard is from arts classes as well as other content areas that shows students are actively engaged in creating, performing and responding to the arts. There are numerous pictures of artwork (visual and performance based) that proves students demonstrate the ability to become self-sufficient in creating performances and/or products after teacher guidance.

Also included in this evidence are judges adjudication sheets from juries events in marching band, concert band and art shows. Which proves students routinely participate in grade level appropriate juried events, exhibitions, contests, performances. Performance assessment events are used as tools for reflection and review, and used adjust and improve the school instructional program.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Students at NCHS are actively engaged in creating, performing and responding to the arts. There are numerous pictures of artwork (visual and performance based) that proves students demonstrate the ability to become self-sufficient in creating performances and/or products after teacher guidance.

Judges adjudication sheets from juries events in marching band, concert band and art shows proves students routinely participate in grade level appropriate juried events, exhibitions, contests, performances. Performance assessment events are used as tools for reflection and review, and used adjust and improve the school instructional program.

Formative and Summative Assessment: Assessments

Teachers should use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance to student learning and achievement.

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize formative and summative arts assessments for individual students and performing groups that are clearly aligned with the components of the Kentucky Core Academic Standards; and authentically measure a specific concept, understanding and/or skill and lead to student growth?	Formative and summative arts assessments for individual students and performing groups are clearly aligned with the components of the Kentucky Core Academic Standards and authentically measure a specific concept, understanding and/or skill and lead to student growth.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work?	Teachers guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

The evidence provided for this demonstrator shows that formative and summative arts assessments for individual students and performing groups are clearly aligned with the components of the KCAS and inform instruction in the classroom leading to student improvement. Included in this evidence is student work that reflects the teaching and examples of both formative and summative assessments in the arts and other classrooms.

Also included in the evidence is an example of the template used in student driven peer review,

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

NCHS students independently and objectively utilize developmentally or grade level appropriate oral and written peer reviews and critiques to evaluate each other's work through their knowledge of arts elements while using appropriate terminology. NCHS Arts faculty also implements various formative and summative arts assessments for individual students and performing groups that are clearly aligned with the components of the KCAS and inform instruction in the classroom leading to student improvement.

Formative and Summative Assessment: Expectations for Student Learning

Teachers communicate consistently high expectations and use common standards for student learning in Arts & Humanities.

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize exemplar/models to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	Exemplar/models are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers share clearly defined rubrics or scoring guides with students before creating, performing, or responding assignments or other assessments; and students have the opportunity to provide input into the scoring guide?	Teachers share clearly defined rubrics or scoring guides with students before creating, performing, or responding assignments or assessments appropriate to the age and grade level and students have the opportunity to provide input into the scoring guide.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do teachers develop rigorous student learning and academic growth through student learning objectives and refined SMART (specific, measurable, appropriate, realistic and time bound) goals that are rigorous, attainable and reflect acceptable growth during the course or school year?	Teachers develop rigorous student learning and academic growth through student learning objectives and refined SMART (specific, measurable, appropriate, realistic and time bound) goals that are rigorous, attainable and reflect acceptable growth during the course or school year.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments

The evidence provided shows that exemplar/models are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units. These models are used in the form of multimedia, internet, masterworks, recordings and video performances of works of art, Rubrics are also provided to guide students in their creative process.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Exemplar/models from various sources (video, audio, guest artists and masterowk prints) are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units in NCHS arts classrooms. Teachers also use clearly defined rubrics or scoring guides with students before creating, performing, or responding assignments or assessments appropriate to the age and grade level and students have the opportunity to provide input into the scoring guide. Students who are identified as gifted and talented in the arts are encouraged to follow the specialization in the art field track and become involved in extra-curricular arts activities.

Formative and Summative Assessment: Assessment for Teaching

Multiple assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

	Statement or Question	Response	Rating
a)	To what extent do teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources on their performances/products so students may strengthen their future performance/products?	Teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources (e.g., staff members, arts adjudicators, peers, etc.) on their performances/products so students may strengthen their future performance/products.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate?	Students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Progress reports from students who use SMART MUSIC are included in the evidence for this demonstrator. Students use the technology based SMART MUSIC program to practice and submit a recording of themselves playing their assignment. Once the student has submitted their assignment it is then emailed to the teacher for review and feedback.

Students use the judges sheets from juried events prior to their performance and review their own performances and critique them through rubrics provided by the teacher.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

NCHS Arts faculty regularly provide students with authentic, meaningful and documented feedback from a variety of sources including SMART MUSIC and their own peer review on their performances/products so students may strengthen their future performance/products. Students also use state organization judges sheets to prepare for their performance as well as critique their performance.

Professional Development: Opportunity

Professional learning opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the professional learning action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the Arts and Humanities?	The professional development action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the Arts and Humanities.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that Job embedded professional learning opportunities are available to Arts and Humanities teachers to encourage continuous growth?	A variety of job embedded professional development opportunities are available to the Arts and Humanities teachers to encourage continuous growth and are tailored to meet individual needs of teachers and students.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that Arts and Humanities professional learning opportunities focus on research based best practices and are planned based on school and student data and teacher Professional Growth Plans?	Arts and Humanities professional development opportunities focus on research based best practices and are planned based on school and student data and teacher Professional Growth Plans.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the schedule allows for Arts and Humanities and academic core teachers to collaborate and exchange ideas?	The school schedule allows for Arts and Humanities and academic core teachers to collaborate and exchange ideas.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

The school's CSIP is included in the evidence and supports professional development for all teacher including the arts and humanities, this also supports the continuous growth through job-embedded opportunities. Nelson County High School also allocates time for teachers to participate in professional development through professional leave and allocating money to pay for substitutes.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The professional development action plan is linked to the NCHS Comprehensive School Improvement Plan (CSIP), A variety of PD

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opportunities are including in the NCHS PD Plan, job-embedded and conferences. NCHS faculty have the support of the administration through professional leave and money allocated to pay for registration and substitutes.

Professional Development: Participation

Teachers participate in Arts and Humanities-specific professional learning designed to meet their needs. Arts and Humanities teachers participate in professional learning focused on 21st Century Skills.

	Statement or Question	Response	Rating
a)	To what extent do Arts and Humanities teachers participate in arts content-specific professional learning selected based on school, student and teacher data analysis?	Arts and Humanities teachers participate in arts content-specific professional development selected based on school, student and teacher data analysis.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do Arts and Humanities teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement?	Arts and Humanities teachers take on a leadership role in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement and share this information school wide.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent are Arts and Humanities teachers leaders in professional organizations and the school?	Arts and Humanities teachers are leaders in professional organizations and the school.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do Arts and Humanities teachers regularly collaborate with community, business, and postsecondary partners through advisory committees, work exchange programs and/or community groups with a focus on the arts?	Arts and Humanities teachers are provided with time in the school schedule, a stipend and/or professional development credit for collaboration with community, business, and postsecondary partners through advisory committees, work exchange programs, and/or community groups.	Distinguished

	Statement or Question	Response	Rating
e)	To what extent do most teachers in the school receive and implement professional learning to enhance the integration of the Arts and Humanities content into school curricula?	Most teachers in the school receive and implement professional development to enhance the integration of the Arts and Humanities content into school curricula.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Arts and Humanities teachers participate in arts content-specific professional development that is selected based on school, student and teacher data analysis and impact is evident evidence from the KMEA conference has been submitted to support this.

Planning materials for common-planning PLCs has been supplied that shows Arts and Humanities teachers take on a leadership role in

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professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement and share this information school wide.

Documentation has been provided showing that NCHS Arts and Humanities teachers are leaders in professional organizations such as KMEA, serving as regional president of the FDBDA, serving on the KMEA State Band Council, the school through department chairs and the community through the Stephen Foster Story, Bardstown Community Theater and local churches.

The extra service salary schedule has been included to show evidence of stipends for extra service and collaboration.

The school CSIP shows that teachers receive training on the implementation of Arts and Humanities content.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

NCHS Arts and Humanities teachers participate in arts content-specific professional development that is selected based on school, student and teacher data analysis and impact is evident through KMEA and other professional organizations .NCHS Arts and Humanities teachers take on a leadership role in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement and share this information school wide. NCHS Arts and Humanities teachers are leaders in professional organizations such as KMEA offices, band council, the school and the community through the Stephen Foster Story and Bardstown Community Theater. NCHS Arts and Humanities teachers are provided with time in the school schedule, a stipend and/or professional development credit for collaboration with community, business, and post secondary partners through advisory committees, work exchange programs, and/or community groups. All teachers at NCHS receive and implement professional development to enhance the integration of the Arts and Humanities content into school curricula.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support highly effective arts and humanities instructional programs.

	Statement or Question	Response	Rating
a)	To what extent does the school councils/leadership implement policies to ensure that disciplined based arts instruction is a part of the school curriculum and arts concepts are taught throughout the school and across the curriculum?	School councils/leadership monitors and evaluates the teaching of arts concepts throughout the school and across the curriculum.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does school leadership ensure that protected time is allocated in the schedule so that all students can receive instruction in the Arts and Humanities disciplines?	Protected time is allocated in the schedule so that all students can receive instruction in the Arts and Humanities disciplines.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does school leadership ensure that arts teachers are invited to participate in planning the annual school budget?	Arts teachers participate in and provide input into the school budget to ensure adequate and quality materials, equipment, space and technology are available to offer the curriculum.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that arts teachers are assigned manageable class loads based on course and facilities?	Arts teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building.	Distinguished

	Statement or Question	Response	Rating
e)	To what extent does school leadership ensure that arts teachers receive planning and travel time that is equitable with other content areas?	Arts teachers receive equitable planning time and participate in cross-curricular planning.	Distinguished

	Statement or Question	Response	Rating
f)	To what extent does the principal and Arts and Humanities teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs?	The principal collaborates with Arts and Humanities teachers when planning for the allocation of time, appropriate facilities and resources to implement the arts program, and acts upon the recommendations.	Distinguished

	Statement or Question	Response	Rating
g)	To what extent does school leadership ensure that decisions related to arts program staffing are based on student need and interests?	Decisions related to arts program staffing are based on student need and interests.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Agendas, minutes, schedules and course guidebooks are included to show that school councils/leadership implement policies to ensure that disciplined based arts instruction is a part of the school curriculum and arts concepts are taught throughout the school and across the curriculum. documentation is also provided to show that the arts teachers are included in decisions made by school leadership involving schedules, budgets, curriculum and staffing.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Agendas, minutes, schedules and course guidebooks are included to show that school councils/leadership implement policies to ensure that disciplined based arts instruction is a part of the school curriculum and arts concepts are taught throughout the school and across the curriculum. documentation is also provided to show that the arts teachers are included in decisions made by school leadership involving schedules, budgets, curriculum and staffing.

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all arts and humanities program efforts and support teacher leadership through shared leadership strategies and actions.

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist Arts and Humanities teacher leaders to collaborate, evaluate and reflect on the impact of the arts instructional practices on overall student achievement in the school?	The principal and Arts and Humanities teachers collaboratively evaluate, reflect on the impact of, and provide support for the arts instructional practices on overall student achievement.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning regarding the school's arts programs?	The principal participates in and leads professional learning regarding the school's arts programs.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the principal provide frequent communication with parents and community about arts and humanities programs?	The principal frequently provides communication with parents and community about arts and humanities programs.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Evidence is provided to show the principal regularly evaluates and reflects on teaching with humanities teachers, participates in PLC arts programs and supports the arts through regularly communicating with parents about the success of the arts at NCHS.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The principal and Arts and Humanities teachers collaboratively evaluate, reflect on the impact of, and provide support for the arts instructional practices on overall student achievement through review of juried events, student work and teaching reflection.

The principal participates in and leads professional learning regarding the school's arts programs through booster organization support and attendance at arts activities.

The principal regularly provides a variety of sources, including technology and media resources, when communicating with parents and community about arts and humanities programs via the school website, email and one-call system.

