

SELF-ASSESSMENT FOR ARTS RICH SCHOOLS

FOR SCHOOLS & PRINCIPALS

1. How would you describe the involvement of your arts representative on your school community council?

| | | | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | | |
| NOMINALLY ENGAGED | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | FULLY ENGAGED | <input type="checkbox"/> WE HAVE NOT YET SELECTED ONE |

2. How often does your school arts team meet?

| | | | | | | | | |
|----------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|--|
| | 0 | 1 | 2 | 3 | 4 | 5 | | |
| SPORADIC | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | REGULARLY | <input type="checkbox"/> WE HAVE NOT YET CONVENED A TEAM |

3. How would you describe the membership of your school arts team?

| | | | | | | | |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| | 0 | 1 | 2 | 3 | 4 | 5 | |
| LACKS BROAD REPRESENTATION | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | INCLUDES BROAD REPRESENTATION (TEACHERS, PARENTS, AND COMMUNITY MEMBERS) |

4. How would you describe the involvement of your school arts team?

| | | | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | |
| NOMINALLY INVOLVED | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | FULLY ENGAGED, PROVIDES STRONG LEADERSHIP |

5. How would you describe your school arts plan?

| | | | | | | | | |
|---------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--|
| | 0 | 1 | 2 | 3 | 4 | 5 | | |
| SKETCHY | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | COMPREHENSIVE ACROSS GRADES | <input type="checkbox"/> WE HAVE NOT YET WRITTEN ONE |

6. How would you describe the support for your school arts plan?

| | | | | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------|--|
| | 0 | 1 | 2 | 3 | 4 | 5 | | |
| NOT FULLY EMBRACED | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | VERY BROAD | <input type="checkbox"/> WE HAVE NOT YET DISSEMINATED A PLAN |

7. How would you describe the current implementation of your school arts plan?

| | | | | | | | | |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------|--|
| | 0 | 1 | 2 | 3 | 4 | 5 | | |
| NOT IMPLEMENTED | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | FULLY IMPLEMENTED | <input type="checkbox"/> WE HAVE NOT YET IMPLEMENTED ONE |

8. HOW WELL ALIGNED IS YOUR SCHOOL ARTS PLAN WITH PTA PROGRAMS AND INITIATIVES?

0 1 2 3 4 5

NOT ALIGNED VERY CLOSELY ALIGNED

9. HOW INVOLVED ARE PARENTS AND COMMUNITY MEMBERS IN YOUR SCHOOL'S ARTS CULTURE?

0 1 2 3 4 5

NOT INVOLVED HIGHLY INVOLVED
(ATTENDING, FUNDRAISING, PLANNING, CO-TEACHING)

10. HOW WOULD YOU DESCRIBE YOUR EFFORTS TO PROMOTE AND PUBLICIZE YOUR SCHOOL'S ARTS PROGRAMS?

0 1 2 3 4 5

NEVER REGULARLY PUBLICIZING AND PROMOTING
(NEWSLETTERS, BANNERS, FLIERS, WEB, EMAILS, PSAs,)
(COORDINATION ACROSS GRADE-LEVELS & DEPARTMENTS)

11. HOW WOULD YOU DESCRIBE THE RELATIONSHIP YOU SHARE WITH YOUR DAC?

0 1 2 3 4 5

UNDERDEVELOPED HIGHLY SUPPORTIVE
(REGULAR COMMUNICATION, EXTENSIVE SUPPORT)

12. HOW INVOLVED ARE YOUR DISTRICT CURRICULUM COORDINATORS IN YOUR SCHOOL'S ARTS CULTURE?

0 1 2 3 4 5

LITTLE ENGAGEMENT KNOWLEDGEABLE AND
SUPPORTIVE

FOR TEACHERS

13. WHAT LEVEL OF SUPPORT DO YOU PROVIDE FOR TEACHERS TO PARTICIPATE IN ARTS-FOCUSED PROFESSIONAL DEVELOPMENT WORKSHOPS AND CONFERENCES?

0 1 2 3 4 5

THE TEACHER'S
DECISION/RESPONSIBILITY HIGH LEVEL OF ENCOURAGEMENT
(FUNDING, RELEASE TIME,
INFORMATION ON WORKSHOPS)

14. HOW WOULD YOU DESCRIBE THE ENGAGEMENT OF YOUR ARTS SPECIALIST IN GRADE-LEVEL PLC MEETINGS?

0 1 2 3 4 5

RARE
PARTICIPATION REGULAR PARTICIPATION
(ARTS INTEGRATED CURRICULUM OFTEN
EMERGES FROM THE MEETINGS)

15. How would you describe your success in hiring grade-level teachers with interest and backgrounds in the arts?

0 1 2 3 4 5

ARTS NOT CONSIDERED IN THE HIRING PROCESS HIGHLY SUCCESSFUL

16. How do you induct new teachers into your school's arts culture?

0 1 2 3 4 5

NO INDUCTION COMPREHENSIVE INDUCTION PLAN
(MULTIPLE MENTORING STRATEGIES, PD IN THE ARTS, SUPPORTIVE PLCs)

FOR STUDENTS

17. How have you engaged professional companies/artists as part of your school's arts culture?

0 1 2 3 4 5

NOT SCHEDULED STRONG PARTNERSHIPS
(REGULAR INVITATIONS, WORKSHOPS, PERFORMANCES)

18. How would you describe your school's participation in arts related fieldstrips?

0 1 2 3 4 5

RARE FREQUENT

19. How would you describe the role of performances/exhibitions in advancing the culture of your school?

0 1 2 3 4 5

UNDERDEVELOPED HIGHLY IMPACTFUL
(REGULAR, HIGH AESTHETIC QUALITY, IN A VARIETY OF SPACES)

FUNDING

20. How would you describe your annual budget for the arts?

0 1 2 3 4 5

NO BUDGET ROBUST

21. Have you identified and allocated appropriate spaces for arts instruction at your school?

0 1 2 3 4 5

NOT ALWAYS YES, ROUTINELY

22. How aggressively do you pursue supplemental funding for your arts programs?

0 1 2 3 4 5

NOT PURSUING OPTIONS ROUTINELY & DILIGENTLY