# Standards-Aligned Arts Program Planning Tool

**This tool can be utilized by school and district administrators and educators to:**

* **determine goals, objectives, and work plans for program development at any stage**
* **document the process of designing, implementing, and evaluating arts programs**

[**Standards-Aligned Arts Program Planning Tool 1**](#_jfqai7thl08l)

[**Guiding Questions for Standards-Aligned Arts Programs 2**](#_nw9qvqnlwpa9)

[**Phase One Questions: 2**](#_nog7seyqbm1c)

[Arts Leadership 2](#_mjjcwrai0ykt)

[Program Data and Goals 3](#_7ns9jvefbuyz)

[Program Alignment 4](#_icsa4j954acp)

[Funding 5](#_8405k6jyr1ip)

[**Phase Two Questions: 7**](#_efsgkkffoomm)

[Hiring 7](#_fy4h697coso)

[Professional Learning 8](#_bepus6amtghi)

[Scheduling Considerations 9](#_r7a62c5a4k8b)

[**Phase Three Questions: 11**](#_g7mu3vy6liil)

[Spaces and Equipment 11](#_8mgwp1558u3j)

[Classroom Materials and Instructional Materials 12](#_dk5x8sjsc6oi)

[**Phase Four Questions: 14**](#_dtwlrignmpb3)

[Evaluation and Assessment 14](#_v1k5nb88lczk)

[District Pathways 15](#_gyaqdr62qgmn)

[Communication Structures 15](#_br8uxafld5w3)

# Guiding Questions for Standards-Aligned Arts Programs

These guiding questions assist with the process of designing, implementing, and evaluating standards-aligned arts programs. The questions are structured in phases, and can easily be reorganized depending on particular team and program needs.

# Phase One Questions:

| Arts Leadership |  |
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| Who would form a knowledgeable schoolwide or districtwide team to ensure the implementation of this program is successful, clear to all partners, and connected to school or district efforts to promote well-rounded learning for students? |  |
| Who needs to be involved to ensure progress toward these outcomes? |  |

| Program Data and Goals |  |
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| What are the [requirements and policies](https://docs.google.com/document/d/1WMk-j1AlVuQgbV4kExDbd7YDfAU8x7IJ-nqy9dSY5IQ/edit#heading=h.turopairtqh2) regarding art programming in Oregon? |  |
| What does success look like in different time frames - one, two, or five years from now? What specific, measurable, achievable goals make progress toward this vision? |  |
| How are the program’s goals aligned to needs highlighted in community engagement, the school and district equity stance and plan, and the school or district [continuous improvement plan](https://www.oregon.gov/ode/schools-and-districts/Pages/CIP.aspx)? |  |
| What quantitative and disaggregated data is needed to assess progress toward program goals? |  |
| What qualitative data can be gathered, considering equitable practices and a focus on student experiences? |  |

| Program Alignment  [**Arts Education Program Models**](https://docs.google.com/document/d/1DD_GoD-KJljX_m3DbtUJG-hGU8Ta97eRUN7SNoDoQxg/edit#heading=h.qfcz4vot47yy) provides examples of arts program models utilized to increase access to arts education. | |
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| What arts courses and programs are currently being taught in the school or district? |  |
| How are existing program models aligned to the new arts program goals, who are the partners for success in current programs, and how are they funded? |  |
| What arts disciplines and approaches make the most sense for the school or district program? |  |
| What connections can be made to current school programs and initiatives through this program? |  |
| How can further access to arts courses be integrated into the current programmatic structures, including Career and Technical Education (CTE) pathways, Advanced Placement (AP) or International Baccalaureate (IB), and Dual Credit courses? |  |
| What other schools or districts in the area have implemented similar work? |  |
| What can be learned from other arts programs in the area? |  |

| Funding  [**Sources for Arts Programs**](https://docs.google.com/document/d/1yetL0Af-ZIn8GJAyIRyYIa5aS9pjZqFWHpM75bwuk_g/edit). Shares various funding sources available to assist in supporting arts programs. | |
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| What resources does the school or district already have to fund well-rounded learning opportunities? |  |
| What additional sources or connections could provide funding beyond what is currently available? |  |
| What sources fund the purchase of student materials, to ensure equitable access to courses and eliminate the need for leveraging student fees? |  |
| Do available funding sources impact the team’s assessment of the program goals or program structure? If so, how? |  |
| What equipment and materials are necessary to carry out program activities, and what is a reach goal? |  |
| What is an estimated budget for all needed one-time expenditures, and ongoing expenditures? |  |

| **Phase 1 Implementation Work Plan** | | | | | |
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| **Task** | **Objective** | **Person(s) Responsible** | **Due** | **Status** | **Notes** |
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# Phase Two Questions:

| Hiring For information on supporting arts education professionals, consult [**Supporting Arts Educators, Teaching Artists, and Arts Organizations**](https://docs.google.com/document/d/1DCNWaxwhvrvhQAi46RUiFvoMlgohXkBBhktqrQhpi9Q/edit). | |
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| What supports are needed to ensure new hire(s) have resources to help build or support this program? |  |
| What are the appropriate qualifications and experience for an educator or teaching artist considering our program needs? |  |
| What are a manageable student caseload and FTE allotment for any new arts education hires? |  |

| Professional Learning  Consider the Oregon Department of Education’s [Aligning for Student Success Professional Learning Resources](https://www.oregon.gov/ode/StudentSuccess/Pages/AFSS_relatedevents.aspx), including the Engaging Equity online modules, for learning about equity with school and district staff. | |
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| What professional learning opportunities meet program goals and provide relevant opportunities to engage in learning to support the arts program? |  |
| What discipline-specific professional development opportunities can be offered to arts education professionals, to ensure the full implementation of the [Oregon Arts Standards](https://www.oregon.gov/ode/educator-resources/standards/arts/Pages/default.aspx)? |  |
| What roles, organizations, and resources exist in the area and district to provide these opportunities? |  |
| How can learning within this program connect to current professional development structures and initiatives? |  |
| What additional materials and resources are needed for coaching and continuous improvement practices with arts education professionals? |  |

| Scheduling Considerations |  |
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| What opportunities and challenges exist within the current school schedule? |  |
| What is the ideal frequency of offerings for this program? |  |
| What amount of time and frequency of arts learning is needed for students to facilitate consistent growth toward our learning goals?   * Elementary Schools -   Consider rotations that are inclusive of all students attending all courses. For example, pull-out programs could be rotated or transitioned to push-in programs, so students have time in all subject areas, including the arts.   * Middle and High Schools -   Ensure that students taking additional required courses have access to learning in all subject areas, including the arts. Are there integration structures or rotations that could be incorporated to increase access? |  |

| **Phase 2 Implementation Work Plan** | | | | | |
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| **Task** | **Objective** | **Person(s) Responsible** | **Due** | **Status** | **Notes** |
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# Phase Three Questions:

| Spaces and Equipment  For a sense of foundational space and equipment needs for programs in each arts discipline, reference [**Space and Equipment Needs for Arts Programs**](https://docs.google.com/document/d/1DWUvS_46yEf09PsyJ4wp1Dek5-pGSy0cqDH0fdC9Yog/edit?usp=sharing). | |
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| What spaces and equipment are currently available? |  |
| What are the program needs for efficient, safe, and accessible space and equipment? |  |
| Who will be using the space? |  |
| How could the space be organized to facilitate collaboration and student ownership? |  |
| What equipment purchases do teachers and students prioritize? |  |

| Classroom Materials and Instructional Materials  [**Arts Program Curriculum Resources**](https://docs.google.com/document/d/1Foga2u9Og5C_FnSvDZlNbwjGXOzd8TP2KjRbwdYpDy8/edit) provides a sample of an arts program scope and sequence and the [**OER Quality Framework Evaluation Tool**](https://oercommons.s3.amazonaws.com/media/courseware/relatedresource/file/OER_QF_Evaluation_Tool_General_1.1.0_ACCESSIBLE_T6twGG6.pdf) is helpful for the assessment of arts instructional materials and curricular resources. | |
| --- | --- |
| Are there existing instructional materials to support the program?   * If so, have they been assessed for quality and updated regularly? * If not, what curricular options support the goals of the program? If educators will be developing a curriculum, what support will be provided? |  |
| How can instructional materials be organized to facilitate educator collaboration and student ownership of work? |  |
| What instructional material and expendable material purchases do teachers and students prioritize? |  |
| Is there an Oregon Arts standards-aligned scope and sequence for each arts area in the arts program?   * If so, is it still in alignment with the most recent program goals? * If not, who will lead this development and what is the plan to create it? |  |

| **Phase 3 Implementation Work Plan** | | | | | |
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| **Task** | **Objective** | **Person(s) Responsible** | **Due** | **Status** | **Notes** |
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# Phase Four Questions:

| Evaluation and Assessment |  |
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| What accountability structures, such as student satisfaction surveys or family surveys, will help ensure the program’s success? |  |
| When and how will the yearly assessment of progress in the [school](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/SchoolContinuousImprovementPlanTemplate.docx) or [district](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/DistrictContinuousImprovementPlanTemplate.docx) be compared to the program goals to define the next steps? |  |
| How much time is needed for planning before the next school year to address gaps or needs? Who needs to be present for these conversations? |  |
| How can students be deeply and authentically involved in the evaluation process of this program? |  |

| District Pathways |  |
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| What pathways exist for students to engage in a specific arts area in this district? |  |
| How can district programs be aligned to ensure pathways for student success in all arts areas are available? |  |

| Communication Structures  [**Communicating the Benefits of Arts Education**](https://docs.google.com/document/d/1x0SaBTo7HgxRoDOZI73BKQocFeV1-APCeM6SMyVZqtk/edit) provides information and resources about the benefits of arts education and tools for communication around arts programs with families and communities. | |
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| What communication structures are needed to ensure clear communication and collaboration with partnering organizations? |  |
| Who will be a liaison for this program to ensure consistent communication with partners and funding resources? |  |
| What were students and families looking for during the program engagement process? |  |
| How can the story of the program, the goals met, and the community impact be communicated so all are invited to share in celebrations of arts learning? |  |

| **Phase 4 Implementation Work Plan** | | | | | |
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| **Task** | **Objective** | **Person(s) Responsible** | **Due** | **Status** | **Notes** |
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This work is funded by the Expanding Access to Well-Rounded Courses Grant, a 5-year, 9.8 million dollar Federal grant that ODE received from the US Department of Education in 2020. The Arts Access Toolkit is a portion of the work of the [Well-Rounded Access Program](https://www.oregon.gov/ode/educator-resources/standards/Pages/Expanding-Access-to-Well-Rounded-Education.aspx), along with supporting access projects for courses in the arts and STEAM across the state. Over time, the Well-Rounded Access Program team hopes to continue to develop and refine this resource with the collaboration of administrators and educators statewide. If districts or schools have additional resources, examples, or success stories to contribute, please contact the Well-Rounded Access Program team at [ODE.WRCoursesGrant@ode.state.or.us](mailto:ODE.WRCoursesGrant@ode.state.or.us).