

GUIDING QUESTIONS FOR STANDARDS- ALIGNED ARTS PROGRAM IMPLEMENTATION



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GUIDING QUESTIONS FOR STANDARDS-ALIGNED ARTS PROGRAM IMPLEMENTATION

This resource provides program, school, and district leaders with guiding questions to:

- address the process of designing, implementing, and evaluating standards-aligned arts programs
- determine goals and objectives for arts program development at any stage

Creating a plan for arts program development and refinement is essential to providing equitable arts learning experiences. Setting and assessing programmatic goals, securing program supports, conducting community engagement, and addressing alignment with other school programs creates the conditions for equitable and engaging opportunities for arts learning.



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Structure Arts Programs to Ensure Equity

This section provides resources to assist with collaboratively identifying arts program goals, centering equitable access and outcomes for students within arts programs, and designing arts programs that speak to a community’s unique needs.

ALIGNING ARTS PROGRAMS WITH SCHOOL AND COMMUNITY EQUITY GOALS

There are many paths to creating inclusive and accessible arts programs in schools. Utilizing an arts program initiative to further progress toward a school’s equity goals and continuous improvement plan (CIP) goals helps address equitable learning opportunities for all students. To align with these goals, schools must have a comprehensive understanding of the communities they serve.

Student Success Plan Recommendations

The State of Oregon passed legislation¹ to identify, with the consultation of student and community focal groups, strategies to help ensure the success of students who have been historically marginalized within the education system. These frameworks, called *student success plans*, highlight goals and strategies to support these student groups. Some recommendations that apply directly to work within arts programs include:

- The [African American/Black Student Success Plan](#) recommends that schools “Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black students”.²
- The [Latino/a/x and Indigenous Student Success Plan](#) names the objective to “Support culturally responsive pedagogy and practices from early childhood through postsecondary education”.³
- The [LGBTQ2SIA+ Student Success Plan](#) also features youth voices and insights as well as recommendations. An important insight from LGBTQ2SIA+ youth is that “Curriculum, coursework, and afterschool activities are engaging when they are relevant to students’ interests and lived experiences” and according to the plan, “a majority of students we heard from believe that their curriculum is not sufficiently inclusive of LGBTQ2SIA+ people or issues”.⁴
- The [American Indian/Alaska Native Student Success Plan](#) recommends that schools “Cultivate a culture where AI/AN students and families are welcomed at schools” and where “Schools embrace culturally appropriate practices”.⁵

1 [ORS 327.180 \(2\) \(b\)](#)

2 [Oregon Department of Education African American/Black Student Success Plan](#), p. 35

3 [Oregon Department of Education Latino/a/x and Indigenous Student Success Plan](#), p. 13

4 [Oregon Department of Education LGBTQ2SIA+ Student Success Plan](#), p. 11

5 [Oregon Department of Education AI/AN Student Success Plan](#), p.12

Many of these goals and concerns highlighted in student success plans can be addressed within an arts program, with close attention to structure, content, and instructional practices. However, it is important to note that collaboration with area Tribes requires additional consideration. Likely, area Tribes are already doing work to support AI/AN students' resilience, including the development of [Tribal Specific Curriculum](#) and hosting cultural and language learning programs for students. It is important to engage in [Tribal consultation](#) and conversations with AI/AN students around current plans to serve AI/AN students, and through this engagement, determine how AI/AN students' identities and cultures could best be honored and recognized through culturally responsive teaching practices and content.



Student success plans for student groups continue to be developed, including an upcoming plan for Native Hawaiian/Pacific Islander students. Visit the Oregon Department of Education's [Equity Initiatives](#) site to learn more about the existing student success plans and other equity initiatives to inform the development of equity-aligned arts programs.

▶ [Learn More about Oregon Department of Education Equity Initiatives](#)



Culturally Responsive Teaching and the Arts

Arts learning presents unique opportunities to live into the student success plan recommendations, and culturally responsive teaching pedagogy. Within arts classrooms, there are many pathways for students to learn about and engage with artists and leaders that share their identity markers. When culturally responsive and sustaining teaching pedagogy is applied in arts classrooms, students have a space to show up and connect with their community in beautiful ways, exploring who they are and expressing and sharing that identity with others. Providing opportunities for student voice and choice through arts learning, and encouraging the exploration of identity, language, history, and culture through artistic expression with the appropriate foundations of trust and respect, taps into this potential.

Consider the Oregon Department of Education's [Aligning for Student Success Professional Learning Resources](#), including the Engaging Equity online modules, for learning around equity that can help foster these conditions with school and district staff.

- ▶ [Access the Aligning for Student Success Page and the Engaging Equity Online Modules](#)



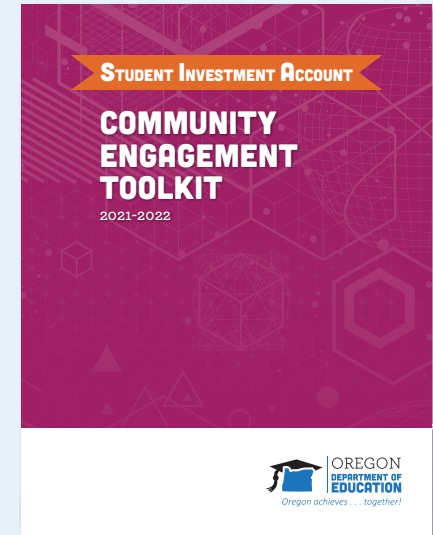
FOSTERING COMMUNITY SUPPORT AND ENGAGEMENT

Community support strengthens a program and opens up potential for real-world connections and authentic student work in the community. In addition to initial engagement, look at options to continue increasing buy-in and participation with arts education in the school community. This could include:

- Training classroom teachers in arts integration strategies
- Tapping into family and community resources and knowledge to help integrate arts learning into various areas and activities of the school
- Making volunteer opportunities available to the community to help support the arts program
- Collaborating with families on school-wide community events or celebrations featuring the arts
- Identifying shared community values around creativity and artistic expression with potential to be woven into all school-wide programs

These resources from the Oregon Department of Education (ODE) may assist in the process of community engagement.

- The [Community Engagement Toolkit](#) presents strategies for conducting community engagement around programs.
- The [Community Engagement Survey Resource Guide](#) and [survey item bank](#) provide information to assist in the development of surveys, data collection, and data analysis that most accurately reflects a community response.



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 team and program needs.

The [Standards-Aligned Arts Program Implementation Planning Tool](#) provides these guiding questions in an editable worksheet format to assist in organizing and documenting the planning process.

- ▶ [Access the Standards-Aligned Arts Program Implementation Planning Tool](#)



PHASE ONE QUESTIONS:



Arts Leadership

- 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?

[Arts Education Program Models](#) provides examples of arts program models utilized to increase access to arts education.

- ▶ Read the [Arts Education Program Models](#) Resource



Program Data and Goals

- What are the requirements and policies⁶ regarding arts 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?⁷
- What quantitative and disaggregated data are needed to assess progress toward program goals?
- What qualitative data can be gathered, considering equitable practices and a focus on student experiences?

6 Oregon Department of Education, [Academic Standards and Requirements for the Arts in Oregon](#)

7 Oregon Department of Education, [Continuous Improvement Process and Planning](#)



Program Alignment

- 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

- 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?

[Funding Sources for Arts Programs](#) shares various funding sources available to assist in supporting arts programs.

- ▶ Read the [Funding Sources for Arts Programs Resource](#)



PHASE TWO QUESTIONS:



Hiring

- What supports are needed to ensure new staff 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 is a manageable student caseload and FTE allotment for any new arts education hires?

For information on supporting arts learning partners, consult [Supporting Arts Educators, Teaching Artists, and Arts Organizations](#).

- ▶ Read [Supporting Arts Educators, Teaching Artists, and Arts Organizations](#)



Professional Learning

- 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](#)?
- 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

- 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 in order 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 THREE QUESTIONS:



Spaces and Equipment

- 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?

For a sense of foundational space and equipment needs for programs in each arts discipline, reference [Space and Equipment Needs for Arts Programs](#).

- ▶ Read [Space and Equipment Needs for Arts Programs](#)



Classroom and Instructional Materials

- 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 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?

[Arts Program Curriculum Resources](#) provides a sample of an arts program scope and sequence and the [OER Quality Framework](#) for assessment of arts instructional materials and curricular resources.

- ▶ Read [Arts Program Curriculum Resources](#)



PHASE FOUR QUESTIONS:



Evaluation and Assessment

- 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 school⁸ or district⁹ be compared to the program goals to define 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

- 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

- 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?

[Communicating the Benefits of Arts Education](#)

provides information and resources about the benefits of arts education and tools for communication around arts programs with families and communities.

- ▶ Read [Communicating the Benefits of Arts Education](#)



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⁸ Oregon Department of Education, [School Continuous Improvement Template](#)

⁹ Oregon Department of Education, [District Continuous Improvement Template](#)