

DEPARTMENT of

ARTS

EDUCATION

Fine and Performing Arts Schools Standards for Success



Standard Components:

1. **Mission Driven, Distributed Leadership**
2. **Institutional Capacity**
3. **School Structures**
4. **High Quality Classroom Practice - Single Strand Arts Education**
5. **High Quality Classroom Practice - Arts Integration**
6. **Community and Career Connections**

Fine and Performing Arts Schools: Standards for Success**Component 1: Mission Driven, Distributed Leadership**

	Emerging	Developing	Strong	Excelling
Benchmark 1.1: School: Mission and Vision	The school's mission and vision do not include arts education.	The school's mission and vision include references to arts education, but neither documents reflect a deep commitment to utilizing the arts as a primary vehicle for teaching and learning.	The school's mission and vision reflect a commitment to and belief in utilizing the arts as a primary vehicle for teaching and learning. There are indications in the school's environment that this mission and vision drives some decision-making.	The school's mission and vision reflect a strong commitment to and belief in utilizing the arts as the primary vehicle for teaching and learning in the school. There is clear evidence that the mission and vision-drive decision-making and school culture.
Benchmark 1.2: Continuous Improvement	Arts education is not identified as a key priority across any of the governing bodies or documents utilized by the school, including CIWP, LSC, and the ILT. No arts teacher(s) or personnel with arts expertise are included on any leadership teams.	Arts education is included as a key priority in at least one of the school's major governing bodies or documents. Arts teacher(s) are included on at least one school leadership team.	Arts education is included as a key priority across most of the school's major governing bodies and documents. Arts teacher(s) are included on school leadership teams. There is emerging distributed leadership across school-based teams regarding the implementation of arts-initiatives, so that the responsibility does not fall solely to the arts teacher(s).	Arts education is a clear and consistent priority across the school's major governing bodies and documents, including the CIWP, instructional core walks, ILT, LSC, and professional learning plans. Arts teacher(s) are included on all school leadership teams. There is distributed leadership across school-based teams regarding the implementation of all arts initiatives.
Benchmark 1.3: Budget Allocation	The school's budget does not reflect ample or thoughtful allocation for arts supplies, equipment, partnerships, and other initiatives. Administration is inflexible to receiving feedback from (and adjusting arts budget in response to) arts teachers about arts-related spending.	The school allocates funds for arts supplies, resources, and/or partnerships. While arts teacher(s) occasionally provide feedback on or requests for arts-related spending, allocations are fairly static year over year and do not reflect evolving needs.	The school thoughtfully allocates funds for arts education for arts supplies, equipment, partnerships, and/or other initiatives. Arts teachers have opportunities to offer feedback on arts spending and may be consulted when allocations are made.	The school's budget reflects ample and thoughtful allocation for arts supplies, equipment, partnerships, and other initiatives. The school's arts budget is co-planned with the arts teacher(s) and adjusted in response to their feedback and evolving needs.

Fine and Performing Arts Schools: Standards for Success**Component 2: Institutional Capacity**

	Emerging	Developing	Strong	Excelling
Benchmark 2.1: Evaluating Teachers	School leadership does not utilize any arts-specific resources when conducting teacher evaluations.	School leadership inconsistently consults and/or uses arts-specific resources when conducting evaluations.	School leadership consistently utilizes resources provided by the CPS Department of Arts Education to inform teacher observations and evaluations.	School leadership proactively works to understand and consistently utilizes resources provided by the CPS Department of Arts Education to inform teacher observations and evaluations.
Benchmark 2.2: Hiring and On-Boarding	There is superficial or minimal consideration of depth of arts/arts-integrated knowledge and/or quality classroom arts-integration practices given when interviewing all new teachers. Staff receives minimal onboarding with regards to the school's program focus and/or the role they play in ensuring the program's success.	There is superficial or minimal consideration of arts/arts-integrated knowledge and/or quality classroom arts-integration practices given when interviewing new arts teachers. Staff receives minimal onboarding with regards to the school's program focus and/or the role they play in ensuring the program's success.	New hires are made based on depth of arts/arts-integration knowledge and evidence of quality classroom arts-integration practices. Staff members receive some on-boarding with regards to the school's program focus but may not fully understand their role ensuring its success.	All new hires can articulate alignment to the school's mission and vision and demonstrate evidence of deep arts/arts-integration knowledge and high-quality classroom arts-integration practices. All staff members are thoughtfully on-boarded, with specific attention paid to their role in ensuring the success of the program focus.
Benchmark 2.3: Professional Learning Plan	School does not have a plan for facilitating quality, effective, and relevant professional learning on arts education for all staff. School personnel does not attend—or very infrequently attends—arts-related professional learning opportunities inside or outside of the school.	School has a plan for facilitating quality, effective and relevant professional learning on arts education, though it lacks detail. Arts professional learning is intermittently provided by the school and/or is limited to a subset of staff (e.g., arts teachers only). Teachers are infrequently released for external arts professional learning opportunities.	School has a comprehensive plan for facilitating quality, effective and relevant professional learning on arts education for all staff. Staff has access to (and is usually released for) arts professional learning opportunities outside the school several times a year. Professional learning plans are mostly responsive to staff needs, interests, and learning goals.	School has well-developed and detailed plan for facilitating quality, effective and relevant professional learning on arts education for all staff, often led by arts teaching staff. All staff has access to (and is released for) regular arts professional learning opportunities inside and outside the school. Professional learning plans are highly responsive to staff needs, interests, and learning goals and are differentiated for groups / individuals within the school.
Benchmark 2.4: Arts Leadership Team	School does not have an active Arts Leadership Team.	School maintains an active Arts Leadership Team, but it does not comprise a broad representation of the school community. The Leadership Team has limited understanding of the Fine and Performing Arts Schools Standards for Success and/or their role in ensuring schoolwide implementation of these standards.	School maintains an active Arts Leadership Team that comprises a fair representation of the school community but may exclude some stakeholders. The Leadership Team understands and utilizes the Fine and Performing Arts Schools Standards for Success, and there is evidence that they work to ensure schoolwide implementation of these standards.	School maintains an active Arts Leadership Team comprising a broad representation of the school community (e.g., arts educators, educators in other subject areas, administrators, support staff, LSC members, parents, external partners, and students). The Leadership Team understands and utilizes the Fine and Performing Arts School Standards of Success and there is ample evidence that they work to ensure schoolwide implementation of these standards.

Fine and Performing Arts Schools: Standards for Success**Component 3: School Structures**

	Emerging	Developing	Strong	Excelling
Benchmark 3.1: Scheduling: Teachers	Arts teacher time is not maximized in the discipline(s) they were hired to teach; a significant amount of their time is devoted to non-arts activities that interfere with their arts teaching (e.g., other subject-area interventions or prep coverage). Arts teachers have no opportunities to co-plan or co-teach with other teachers in and outside their discipline(s).	Arts teacher-time is mostly devoted to the discipline(s) they were hired to teach; some of their time is devoted to non-arts activities that interfere with their arts teaching. Arts teachers are given infrequent opportunities to co-plan or co-teach with other teachers in and outside their discipline(s).	Arts teachers' time is primarily devoted to the discipline(s) they were hired to teach; they are rarely assigned to non-arts activities that interfere with their arts teaching. They are able to deliver at least one co-planned and/or co-taught unit per year with other teachers in and outside their discipline(s).	Arts teacher time is solely devoted to the discipline(s) they were hired to teach; they are not assigned to non-arts activities that interfere with their arts teaching. They have multiple opportunities every year to co-plan and co-teach units with other teachers in and outside their discipline(s).
Benchmark 3.2: Scheduling: Students	<p>Students receive an average of less than 45 minutes of arts education a week and/or less than 50% of the student population has access to arts education during the school day. (Elementary)</p> <p>The arts course(s) offered at the school do(es) not allow students to meet the CPS graduation requirements for arts education. (High School)</p>	<p>Students receive an average of between 45-89 minutes of arts education a week and/or 50-79% of the student population has access to arts education during the school day. (Elementary)</p> <p>The arts course(s) offered allow(s) students to meet the CPS graduation requirements for arts education, but there is no opportunity for students to increase the 'depth' of their learning through advanced coursework or there is only one artistic discipline for them to pursue. (High School)</p>	<p>Students receive an average of between 90-119 minutes of arts education a week and/or 80-99% of the student population has access to arts education during the school day. (Elementary)</p> <p>The arts course(s) offered allow(s) students to meet the CPS graduation requirements for arts education and there is opportunity for students to increase the 'depth' of their learning through advanced coursework in at least one artistic discipline. Students are able to pursue coursework in up to three artistic disciplines. (High School)</p>	<p>Arts minutes are equitably distributed across all students in the school. Whenever developmentally appropriate, students are given the choice to select and/or continue coursework in their preferred artistic discipline(s) through elective models (Elementary) or four-year pathways (High School).</p> <p>School meets or exceeds the access guidelines for arts education laid out in the CPS Arts Education Plan (Elementary: 120 minutes, 100% access; High School: 6+ points on Disciplines/Depth).</p>
Benchmark 3.3: Supplies, Instructional Resources, & Equipment	School does not have a budget for the purchase of arts supplies outside of the yearly \$1,000 Arts Essentials grant. Students and teachers routinely lack access to high-quality, durable arts supplies, equipment, and/or instructional resources. No assistive devices are available to support students with specific learning needs.	School allocates some funding for arts supplies, but does not meet the per-pupil allocation suggested by the CPS Department of Arts Education (Elementary: \$5/student/artistic discipline; High School: \$10/student/artistic discipline). Assistive devices are occasionally available to support students' specific learning needs.	School adequately allocates funds for arts supplies, meeting the per-pupil allocation suggested by the CPS Department of Arts Education (Elementary: \$5/student/artistic discipline; High School: \$10/student/artistic discipline). Students and teachers have adequate, consistent, and equitable access to high-quality, durable arts supplies, equipment, and instructional resources, and the school occasionally allocates funds to replace/repair items. Assistive devices are available to support students' specific learning needs.	School amply allocates funds for arts supplies, meeting or exceeding the per-pupil allocation suggested by the CPS Department of Arts Education (Elementary: \$5/student/artistic discipline; High School: \$10/student/artistic discipline). Students and teachers have robust, consistent, and equitable access to high-quality, durable arts supplies, equipment, and instructional resources, and the school sets aside budget (5% of total inventory) to keep consumables regularly replenished and equipment in good working order. Ample adaptive devices are available to support students with specific learning needs.

3.4: Space	Arts teachers are itinerant or are assigned to spaces that are inappropriate for quality arts education (e.g. dance class is held in the cafeteria or visual arts in the library). There is not appropriate space for students to perform, present, or exhibit artwork.*	Arts teachers have designated classrooms, but most are not purpose-built for arts education (e.g. no sink in the visual arts classroom; no instrument storage in the music room). There is limited space for students to perform, present, or exhibit artwork. *	Arts teachers have designated classrooms that are appropriately equipped for quality arts education. School has adequate performance space for students to perform, present, and/or exhibit artwork.*	Arts teachers have designated, purpose-built art classrooms appropriate to their discipline(s). Shared and individual art-making spaces are well-designed, regularly maintained, and available for use when needed. School has ample, community-friendly performance space for students to perform, present, and/or exhibit artwork.*
3.5: Staffing Ratio	School has 0 FTEs in the Arts.	School has 0.5 FTEs in the Arts.	School has 1 FTE in the Arts.	School meets or exceeds the 1:350 arts staffing ratio called for in the CPS Arts Education Plan.

Fine and Performing Arts Schools: Standards for Success**Component 4: High Quality Classroom Practice - Single-Strand Arts Education**

	Emerging	Developing	Strong	Excelling
Benchmark 4.1: Curriculum	Arts lesson and unit plans do not align to the Illinois Arts Learning Standards. Curriculum content might be out of date and not culturally relevant to student population. Content might be solely derived from textbooks and might not be differentiated to meet the learning needs of all students.	Arts lesson and unit plans list alignments to the Illinois Arts Learning Standards, but there are mismatches between the content and the selected standards. Curriculum is not carefully designed to allow students the opportunity to engage in all four core artistic processes (Creating, Performing/Presenting/Producing, Responding, and Connecting) across a school year. Curriculum minimally meets best practices in contemporary arts education, rigor, and cultural responsiveness.	Arts lesson and unit plans are backwards-mapped from the Illinois Arts Learning Standards, but the curriculum may not be designed to give students ample opportunity to engage in and develop all four core artistic processes (Creating, Performing/Presenting/Producing, Responding, and Connecting) across a school year. Curriculum is rigorous, culturally relevant, and thoughtful aligned to Illinois Arts Learning Standards. Content is mined from contemporary and diverse sources.	Arts lesson and unit plans are backwards-mapped from the Illinois Arts Learning Standards, and students are given ample opportunity to engage in and develop all four core artistic processes (Creating, Performing/Presenting/Producing, Responding, and Connecting) across a school year. Curriculum is vertically aligned, backwards mapped, culturally relevant, and up-to-date. Additionally content is rigorous, challenging and scaffolded to meet the needs of all students.
Benchmark 4.2: Instruction	Arts instruction is primarily teacher-driven and focused on skill acquisition and/or the successful completion of arts activities or products.**	Arts instruction allows for occasional student-driven, collaborative learning. While some process-based learning may occur, emphasis of instruction is largely focused on successful completion of arts activities or products.**	Arts instruction contains opportunities for student-driven, collaborative, process-based learning that activates students' higher-level thinking skills.**	Arts instruction is primarily focused on student-driven, collaborative, process-based learning that activates students' higher-level thinking skills.**
Benchmark 4.3: Assessment	Students are primarily assessed on participation, engagement, or behavior in arts classes, and/or assessed against subjective or entirely product-based definitions of success. There is no evidence of ongoing, varied assessment (formative, summative, diagnostic) and/or no adjustment of instruction based on analysis of results.***	Students are assessed through a combination of engagement and demonstration of standards mastery. There is limited evidence of process-based arts assessment; summative, product-based assessment is heavily weighted in determining a student grade. There is little evidence of ongoing, varied assessment (formative, summative, diagnostic) and/or no adjustment of instruction based on analysis of results.***	Assessments are derived from the standards-based learning objectives of a given unit or lesson. Assessments are authentic tasks that examine students' arts knowledge, process, and product. There is evidence of ongoing, varied assessment (formative, summative, diagnostic) and adjustment of instruction based on analysis of results.***	Assessments are derived from the standards-based learning objectives of a given unit or lesson. Assessments are authentic tasks that accurately, reliably, and fairly examine students' arts knowledge, process, and product with a focus on their critical abilities. There is ample evidence of ongoing and varied assessment (formative, summative, diagnostic), and adjustment of instruction based on analysis of results.***

Fine and Performing Arts Schools: Standards for Success**Component 5: High Quality Classroom Practice - Arts Integration**

	Emerging	Developing	Strong	Excelling
Benchmark 5.1: Arts Integration Practices and Structures	No arts integration is practiced in the school, and/or the arts are utilized as an incentive or engagement tactic to boost student interest in other core content areas.	Non-arts teachers occasionally utilize the arts to support student mastery of content in their subject area, and/or ask arts teachers to provide or suggest arts content related to their non-arts units or lessons without engaging in authentic collaboration.	Arts and non-arts teachers co-plan and co-deliver integrated units during the school year. Non-arts teachers occasionally employ arts education techniques and/or tasks in their classrooms to give students multiple pathways for constructing and demonstrating understanding.	Arts and non-arts teachers regularly co-plan and co-deliver integrated units throughout the year. Non-arts teachers regularly and meaningfully employ arts education techniques and/or tasks in their classrooms to give students multiple pathways for constructing and demonstrating understanding.
Benchmark 5.2: Curriculum	No integrated lessons or units are delivered, or integrated lesson and unit plans do not align to the Illinois Arts Learning Standards or other core content standards.	Integrated lesson and unit plans are aligned to the Illinois Arts Learning Standards and other core content standards, but there are mismatches between the content and the selected standards and/or learning in one subject may be emphasized over another's.	Integrated lesson and unit plans are backwards-mapped from the Illinois Arts Learning Standards and other core content areas, but content-area focus may be unbalanced or content-area alignment may be forced.	Integrated lesson and unit plans are backwards-mapped from the Illinois Arts Learning Standards and other core content standards. Equal emphasis on, and elegant alignment between, selected content areas give students multiple pathways to construct and demonstrate understanding and to deepen their discipline-specific and cross-subject knowledge and skills.
Benchmark 5.3: Instruction	Integrated units or lessons are never co-delivered, or co-teachers of integrated lessons/units demonstrate incompatible instructional approaches.	Co-teachers of integrated lessons/units demonstrate compatible (but not intersecting) instructional approaches, and/or there is imbalance in the co-delivery of instruction.	Co-teachers of integrated lessons/units demonstrate compatible, but not consistently intersecting, instructional approaches. Teachers co-deliver lessons/units with occasional imbalance of workload.	Co-teachers of integrated lessons/units demonstrate intersecting instructional approaches and consistently balance the workload when co-delivering instruction.
Benchmark 5.4: Assessment	No integrated lessons or units are delivered, or students learning in integrated lessons/units is assessed solely in one content area.	Student learning in integrated units/lessons is unequally assessed across the content areas. There is limited evidence of process-based assessment; summative, product-based assessment is heavily weighted in determining a student grade. There is little evidence of ongoing, varied assessment (formative, summative, diagnostic) and/or no adjustment of instruction based on analysis of results.	Student learning in integrated units/lessons is assessed against learning objectives and across content areas in relatively equal measure. Assessments are authentic tasks that examine knowledge, process, and product. There is evidence of ongoing, varied assessment (formative, summative, diagnostic) and adjustment of instruction based on analysis of results.	Student learning in integrated units/lessons is assessed against learning objectives and across content areas in equal measure. Assessments are authentic tasks that accurately, reliably, and fairly examine knowledge, process, and product with a focus on students' critical abilities. There is ample evidence of ongoing and varied assessment (formative, summative, diagnostic), and adjustment of instruction based on analysis of results.

<i>Fine and Performing Arts Schools: Standards for Success</i>				
Component 6: Community and Career Connections				
	Emerging	Developing	Strong	Excelling
Benchmark 6.1: Arts Partnerships	School does not have any arts partnerships, or there is no evidence that arts partners are thoughtfully selected to help fulfill the school's mission and vision, supplement (rather than supplant) school-based arts education, and/or to maximize student impact.	There is little evidence that arts partners are thoughtfully selected to help fulfill the school's mission and vision, supplement (rather than supplant) school-based arts education, and maximize student impact. Partnerships are not sustained or nurtured year over year.	Most of the school's arts partners are thoughtfully selected to help fulfill the school's mission and vision, supplement (rather than supplant) school-based arts education, and maximize student impact. Key partnerships are sustained and nurtured year over year.	All of the school's arts partners are thoughtfully selected to help fulfill the school's mission and vision, amplify and supplement (rather than supplant) school-based arts education, and maximize student impact. Partners articulate in the planning stages how their goals, content and approach are well aligned to schools. School can clearly state the impact of the partnership on student access and engagement with the arts. Partnerships are sustained, nurtured, and evaluated for quality year over year.
Benchmark 6.2: Creative Career Pathways and Early College and Career Credentials	School does not expose students to creative career pathways through guidance, resources, or hands-on experiences. Students have no opportunity to obtain Early College and Career Credentials (ECCCs) in the arts or arts-related fields.	School offers students minimal exposure to creative career pathways through guidance, resources, or hands-on experiences. Students have little opportunity to obtain ECCCs in the arts or arts-related fields.	School offers students exposure to a modest range of creative career pathways through guidance, resources, and/or hands-on experiences. Students have some opportunities to obtain ECCCs in the arts or arts-related fields.	School offers students exposure to a diverse range of creative career pathways through guidance, resources, and/or hands-on experiences. Students have ample opportunities to obtain ECCCs in the arts or arts-related fields. Student feedback is regularly used to create additional opportunities.
Benchmark 6.3: Transparent Communication	School does not communicate with the broader school community (e.g., families, local businesses, officials) about the school's artistic program focus. Few or no members of the community engage in arts program planning and support.	School intermittently communicates with the broader school community (e.g., families, local businesses, officials) about the school's artistic program focus. A few members of the community engage in arts program planning and support.	School regularly communicates with, and occasionally solicits feedback from, the broader school community (e.g., families, local businesses, officials) about the school's artistic program focus. Key members of the community engage in arts program planning and support.	School regularly communicates with, and solicits feedback from, the broader school community (e.g., families, local businesses, officials) about the school's artistic program focus. A robust cross-section of the broader community engages in arts program planning and support.

Addenda:

*For additional specifics on high-quality arts classrooms and performance spaces, please see Space Addenda.

**Detailed criteria for high-quality arts instruction can be found in the "Best Practices in Arts Teaching and Learning" document generated by the CPS Department of Arts Education.

***Detailed criteria for high-quality arts assessment can be found in the "Quality Arts Assessments" document generated by the CPS Department of Arts Education.

