



**Measure G1
Grant Application
2018-19- Charters
Due: March 15, 2018**

School	Urban Montessori	Contact *	Jennifer Heeter
School Address	5328 Brann St. Oakland, CA, 94619	Contact Email	jen@urbanmontessori.org
Principal	Jen Heeter & Taima Beyah	Principal Email	jen@urbanmontessori.org
School Phone	510-842-1181	Recommended Grant Amount**	\$4,855
Actual 2017-18 Enrollment (6-8) (20 day count)	30	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	11

**Measure G1 Communications will be sent to individual listed as the Contact for the organization. Please include principal's information as well, if they are not the same.*

***Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected tax revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

Summary of Approved Expenditures from 2017-18 (link to 2017-18 full approved proposal)

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Not Applicable (no application submitted for 2017-18)	
2		
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	<ul style="list-style-type: none"> • Internship expenses - transportation to and from sites (\$200) • Professional development that focuses on restorative justice, working with students that have experienced trauma, and arts-integration (3 half-day sessions at \$500) 	\$1700

2	<ul style="list-style-type: none"> Purchase screen-printing materials (\$340) Provide a stipend for a visiting artist to assist with lessons, in and out of her studio space (\$430) 	\$770
3	Six piece drum set	\$1050
4	5 - Digital Pianos, 5 - Studio Headphones	\$1100
5	10W Guitar Combo Amplifier	\$65
6	15W Bass Combo Amplifier	\$80
7	Microphone Stand and Cable Package	\$100
	Budget Total (must add up to Anticipated Grant Amount)	\$4865

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
54%	46%	27%	12%	4%	30%	90%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
20%	0.6%	6.6%	26%			25%	15%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Jennifer Heeter	Co-Interim Head of School - Instruction and Programming
Kelley Gardner	Director of Special Education Services
Taima Beyah	Co-Interim Head of School - Business and Operations
Evan Fortin	Middle School Teacher
Sahar Miller	Music Teacher

School Vision (insert here):

To develop self-directed and engaged learners who are academically, socially, and emotionally prepared to

succeed in any high school. Nurturing the innovators of tomorrow to creatively meet the challenges of today's world with confidence, compassion, and grace. Urban Montessori cultivates individual curiosities and strengths, while holding children to a high standard of excellence. At UMCS, children deepen their understanding of what it means to live responsibly in a diverse urban community.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music</u> (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	Basic	Quality	Access and Equitable Opportunity	Basic	Entry
Instructional Program	Basic	Entry	Instructional Program	Basic	Entry
Staffing	Basic	Basic	Staffing	Entry w/ community partnerships	Entry w/ community partnerships
Facilities	Entry	Entry	Facilities	Entry	Basic
Equipment and Materials	Entry	Entry	Equipment and Materials	Entry	Entry
Teacher Professional Learning	Basic	Entry	Teacher Professional Learning	Entry	Entry
<u>World Language</u> (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	N/A	N/A			
Communication	N/A	N/A			
Real world learning and Global competence	N/A	N/A			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
2017-18 Enrollment Data (20 day)		60	Suspension	0%	0.68%
ES Outreach Strategy Actions	N/A	N/A	Chronic Absence	30.5%%	22.9%
Programs to support ES students transition to MS	N/A	N/A	CHKS data (district only)		

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)	
Community Group	Date
Middle School Information Session	3/1/18

Staff Engagement Meeting(s)	
Staff Group	Date
Instructional Leadership Team	2/28/18
Upper Elementary and Middle School Level	3/14/18

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative

based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.

2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

1. Music Program

Programmatic Narrative Based on Rubric

Our music program has grown from the basic to the entry level. All members participate and are able to meet within the school day and have some opportunity to perform. We offer weekly curricula that alternates between music theory, application and creative expression. Our teachers are highly qualified but we currently only provide shared spaces for teaching and storage of equipment. We have purchased percussive instruments and keyboards, but the instruments are not available for home use and are insufficient for a balanced ensemble. We plan to purchase more percussion, keyboards, and amplifiers so that the students can benefit from more vocal and instrumental offerings. The planning time is commensurate to that of other core academic teachers.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$1050	Six piece drum set	Students will acquire a deeper sense of rhythmic development.
\$1100	5 - Digital Pianos, 5 - Studio Headphones	Students will develop their understanding of musical notation, musicality, and instrumental practice.
\$65	10W Guitar Combo Amplifier	Students will develop instrumental practice.
\$80	15W Bass Combo Amplifier	Students will develop instrumental practice.
\$100	Microphone Stand and Cable Package	Students will develop their understanding of musical notation, musicality, and instrumental practice.

2. Art Program

Programmatic Narrative Based on Rubric

As with the Upper Elementary program, we will continue to work towards integrating the arts within our Montessori curriculum. Based on our self-assessment, we currently provide an entry level of arts

programming with some basic and quality threads interwoven within.

Visual Art - All students participate in our lessons. We are working towards providing standards-based instruction with fidelity and regularity, but do provide differentiated lessons and utilize community resources to maximize access. A handful of our teachers have been trained in the county's arts-integration program and we rely on them to provide instructions and resources to the rest of the teachers at each level. We utilize parent support to supplement specialized lessons and activities. Two of our teachers are Agency by Design Fellows this year and will be infusing what they work on in our Professional Development next year. While we are based in an OUSD site, we do not have specialized rooms or spaces for art instruction. We currently distribute materials as needed. While we provide sufficient budgetary resources to account for the material and instructional needs of all students, without the space and dedicated time, not all classrooms consistently access art in the same ways. Risk-taking, creative problem-solving, and authentic expression are at the heart of our work in the classroom. Art is also used to deepen student engagement, hook multiple types of learners, and expose students to different cultural values and beliefs. There is a strong school-wide culture on personal expression, articulation, and artistic literacy.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$770	Money will be used to: <ul style="list-style-type: none"> • purchase screen-printing materials (\$340) • provide a stipend for a visiting artist to assist with lessons, in and out of her studio space (\$430) 	Students will demonstrate knowledge and application or design principles and the process involved in screen-printing.

3. World Language Program

Programmatic Narrative Based on Rubric

N/A

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
N/A		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
N/A - We are a K-8 Charter School.		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
N/A		

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>Middle School students will continue to participate in the traditional Montessori morning, beginning with a student-facilitated class meeting on current events, followed by an uninterrupted, three-hour (180 minute) work period focused on lessons, follow-up work, and including interventions. During the work period, students prepare and then are guided by their work plan which structures their learning time. They designate and prioritize focus for the day and week. They engage in individual or small group lessons, Readers and Writers Workshop, plan for or participate in specific projects, maintain their internship requirements, act as reading buddies or aides in Kindergarten and Lower Elementary classrooms, and conference with their teacher or peers. As is the case schoolwide, students take care of their physical needs (snack and bathroom breaks) as necessary and move throughout the learning spaces to accommodate different tasks.</p> <p>In the afternoon, there is also a flex work time with lessons emphasizing Science, History, Social Studies, Design Thinking and Art, which then get integrated into the morning work period initiatives. Students rotate through varying spaces, work with different teachers, and experience both discussion- and activity-based sessions. For example, a student may work outside in the garden designing the next steps for her shelf building project, but then head to the Maker workshop to select, measure, and cut wood before History begins.</p> <p>Each individual child will have an Advisor/Supervising Teacher who conferences, reviews and reflects, sets and monitors growth goals, supports assimilating discrete work in different content areas, and plans for high school transition with the child.</p>		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$1700	Funds go to support: <ul style="list-style-type: none"> internship expenses - transportation to and from sites (\$200) professional development that focuses on restorative justice, working with students that 	<ul style="list-style-type: none"> Suspensions and referrals will decrease. 7th and 8th grade students will show growth in academic data as measured on the NWEA assessment

	have experienced trauma, and arts-integration (3 half-day sessions at \$500)	<p>between the Fall of 2018-Spring of 2019.</p> <ul style="list-style-type: none"> • Student survey data will show higher satisfaction with their school experience.
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Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



UMCS ILT Meeting Notes 2017/2018

Wed. 3/15 - Jen, Kristin, Ana, Emily

NWEA for the Spring term- motion to add the third trimester to capture the growth data - approved
Talent Show - got parent volunteers for Brann - waiting to hear back about Mountain - in limbo, have volunteers, plan for last week of school - still considering staff help
Walk-out in support of gun control/reform - we did it! The LE/Pr classes were not as well planned as they could have been. The kids felt empowered and were happy about it.
Data - feeling like they're being asked for a lot - need concrete ideas for interventions - instructional support
Climate & Culture work- Mountain work - had two meetings already to detail the issues and make action plans for moving forward. Areas of immediate focus- recess, resetting routines, and transitions
Spring Arts Festival - Jen is connecting with parents in regard to volunteers & organizing - Emily, Ana, and Kristin will be checking in with teachers during their levels to ensure everyone has activities

Wed. 2/28 - Jen, Kristin, Ana, Emily

SLP program letter - Designating children to invite and filling in the spreadsheet. Next step will be sending the letter.
Conferences - Went well, good to hear from everyone. Teachers are reaching out to families who missed the window.
Progress Reports - Went for the first time electronically. Please reach out to teachers to see if we need to trouble-shoot for June.
Discuss Measure G1 investments - go over rubrics (music and art) and plan for spending - We are in the process of applying for the Measure G1 money to improve our music and art program at the middle school level. Please rate our current program on the rubrics provided (10 min.). We will take recommendations for how to spend the money next year. (5 min.).

Wed. 2/14 - Jen, Kristin, Ana, Emily

TC - LE is doing math, PR is ready to go, UE is adding comments to the box
Talent Show - Can staff support the activity? UMAC may be able to support the audition, practice time.
Reminders to staff about working SLP given after
Add SLP column to intervention spreadsheet
Contracts for SLP students in regard to commitments
Administrative Revamp - What are the needs?
Definitely Climate and Culture Role or a Dean for both campuses
Train support staff

Mon. 2/3 - Jen, Kristin, Ana, Emily

Transparent Classroom - what is appropriate to share? We'd like to share something out at PR's/conferences. LE & PR will work on a print-out, UE will work with Jen to figure out the SPED pieces and what can be shared.
Talent Show - Jen will reach out to the group from last year and see if there is interest.
Summer Learning Program - 5 weeks beginning the first Monday after school gets out, Michael can look through the spreadsheet and determine lowest 40% and then 60%.
Dreambox - Adam is asking for the team to make recommendations
Administrative Structure Revamp - we'll be working on rethinking the structure so will be asking for feedback



UE/MS Notes 17/18

March 21, 2018

- What are the classrooms doing for Spring Arts Fest? Saturday, April 28th at Brann. Teachers should plan to attend
- Morning Circle - when and where can we start? Who wants to lead? What do we want to do?
- Math Talks - Nate will you share out math problems
- Start collecting \$ for NCI - Registration is online - UMCS field trip form is paper - can accept cash or check
- Spring Arts Fest 4/28 - How's the planning going? Who can be UE/MS point of contact? Do you want space to display visual art or is it performance based?
- Camp Arroyo dates for next year - want to go back? We can make choices by this Friday to set our dates for next year.

March 14, 2018 - In attendance - Fred, Brynn, Emily, Bill, Evan, Jenny, Briah, Eileen, Nate, Aiyana

1. Michael talking about SBAC and interventions spreadsheets
 - a. Student survey next week
 - b. Use auditorium, one hour

Mountain - Auditorium			
	Tuesday, 3/20	Thursday, 3/22	Friday, 3/23
9:15-10:15		Amethyst	Sequoia
10:20-11:20		Juniper	Makeups
1:00-2:00	Redwood	Manzanita	

Logistics

- Mountain: whole- or half-class sessions (teacher option) in the Auditorium next week (Tues, Thurs, Fri) - schedule below
- Teachers prep students prior to the session (background info was shared with teachers with last week's google form) - review in Levels this week?
- Students log in slips available from proctor during session.
- Teachers support students; proctor (Michael/Buck) on-site to support sessions.
- Teachers read instructions, students log in and complete *both* surveys (Climate/Culture and SEL), read a book and/or back to class once both surveys are completed.
- Support for emerging readers

- One teacher reads aloud to those students in a separate group in a separate space (Brann in Studio A; Mountain in the classroom) at the same time as the session. The group proceeds through the questions together at the same pace; the teacher circulates to monitor screens.

- We can also try ChromeVox for some select students - though it requires a touchscreen and reads a bit of the HTML coding.

- Make-ups the week of 3/26.

Angel Island Field Trip

- Have to bart
 - Have to walk when you get to the island
 - Steep stairs
 - Take the shuttle for Cypress and Summer? Might be a \$1 or something
 - No restrooms on the ferry? Restrooms are at pier 39
 - Let students know to use restrooms when you can
2. Discuss measure G1 investments - go over rubrics (music and art) and plan for spending
 - We are in the process of applying for the Measure G1 money to improve our music and art program at the middle school level. Please rate our current program on the rubrics provided (10 min.). We will take recommendations for how to spend the money next year. (5 min.).
 3. Morning Circle - when and where can we start? Who wants to lead? What do we want to do?
 4. Math Talks - Nate will you share out math problems
 5. Start collecting \$ for NCI - Registration is online - UMCS field trip form is paper - can accept cash or check
 6. Spring Arts Fest 4/28 - How's the planning going? Who can be UE/MS point of contact? Do you want space to display visual art or is it performance based?
 7. Camp Arroyo dates for next year - want to go back? We can make choices by this Friday to set our dates for next year.

03/07

- Field Trip
 - Juniper is going this Friday
 - Bart station: coliseum
 - Three parents driving and parking
 - Don't leave a single thing in your car
 - Student bart passes
 - Adult bart passes
 - Tiburon route?
 - Remember to bring:
 - First aid kit
 - Emergency medications
 - Snacks
 - Bagged lunch?

Dear Mountain Campus families,

As you may know, the Montessori Adolescent Program is the area of Montessori education that is most open to innovation and adaptation. While there is international consensus on the educational principles and basic needs of what the program should contain, we have a lot of freedom to interpret the curriculum and apply it to our diverse, urban setting. The Amethyst Classroom, therefore, includes new levels of student independence, individualized instruction, the socratic method, deepening moral relationships, and a heightened focus on social justice.

We'd like to invite you to join us this **Thursday, March 1, from 5:30-6:30pm in the Amethyst Classroom** at the Mountain Campus to better understand our Middle School model. Students, teachers, and current Middle School families will be sharing information about the program and their experience for upcoming families.

Thanks,

Jen

Estimadas familias de Mountain Campus,

Como sabrá, el Programa Montessori para Adolescentes es el área de educación Montessori más abierta a la innovación y la adaptación. Si bien existe un consenso internacional sobre los principios educativos y las necesidades básicas de lo que debe contener el programa, tenemos mucha libertad para interpretar el plan de estudios y aplicarlo a nuestro entorno urbano diverso. El Aula Amethyst, por lo tanto, incluye nuevos niveles de independencia estudiantil, instrucción individualizada, el método socrático, profundización de las relaciones morales y un mayor enfoque en la justicia social.

Nos gustaría invitarlo a que se una a nosotros este jueves, 1 de marzo, de 5:30-6:30pm en el Aula Amethyst en el Campus de la Montaña para comprender mejor nuestro modelo de Escuela Media. Los estudiantes, maestros y las familias actuales de Middle School compartirán información sobre el programa y su experiencia para las próximas familias.

Gracias,

Jen





Middle School Information Session, Amethyst Classroom - 3/1/18

Tirhas Berhane
Kacie Stratton
Susie Wise
Parker Thomas
Marisela Mascorro
Holly Robinson
Bobby Robinson
Christina Sabater
Peter Laub
Rebecca Lacocque
Miranda Jung

tery5us@yahoo.com
kaciestratton@gmail.com
susiebwise@gmail.com
me@parkerthomas.com
mxdxmari@gmail.com
robinsonbh@aol.com
robinsonBH@sbcglobal.net
christina@avanzar.biz
pllaub@yahoo.com
rlacocque@gmail.com
mirandahoffmanjung@gmail.com

Middle School Music Rubric - Program Evaluation

Hum

	Entry	Basic	Quality
Access/Equity 	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day Efforts are made to avoid single offering single section courses against each other. Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas Scheduling considerations made for students with disabilities and English learners 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Support for students with disabilities & English Learners
Instructional Program 	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. General music only, or beginning band only) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based Instructional Program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra) Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, musicians to enhance educational experience Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music) Performance opportunities outside school community
Teachers 	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in the ensemble taught. Students receive regular credit for courses Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General) 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)
Facilities 	<ul style="list-style-type: none"> Shared spaces (stage, lunch room, gym) Limited or no secure storage or lockable cabinets available. Located in close proximity to academic classes (creating excessive noise) Unsecured location <p><u>Note:</u> most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic music instructional needs. Dedicated Secure Music Room Performance Space - auditorium or theater Secure Storage, Sink Music Stands Piano Sound, A/V system Rehearsal Space for large group (50+) students Acoustic considerations: <ul style="list-style-type: none"> Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.) Space and ceiling height to provide good acoustics. Acoustically isolated from other classrooms 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Driven by instructional needs of music programs (eg. vocal program in room with risers) Floor space adequate to limit congestion during transitions Specialty Music Chairs - promoting appropriate posture Practice rooms for small groups and individuals Built-in storage for large instruments (basses, cellos, percussion) Keyboard Lab Faculty office

Middle School Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity E	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) Efforts are made to avoid single offering single section courses against each other. Instruction in Art is provided to students in durations commensurate with other core academic subject areas 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Instructional aid support for students with disabilities
Instructional Program E	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. intro to visual art) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based instructional program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) Exhibition opportunities are provided for students to show their mastery of art content. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, artists to enhance educational experience Diverse offerings (Intro to Art, Art History, Ceramics, etc.) Exhibition opportunities outside the school community. Art festivals.
Teachers Q	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught. Students receive regular credit for courses 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Use community partnerships to enhance student learning experience.
Facilities B	<ul style="list-style-type: none"> Shared spaces (stage, lunchroom, art on a cart) Limited or no storage cabinets for art materials and supplies. <p>Note: most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic visual art instructional needs. Display space for student work Storage space for student work in progress (lockable), Drying racks Dedicated, lockable, organized storage space for materials and supplies Hard Floors Space to facilitate easy movement around the room Designed with the ability to work on a variety of art projects Easily accessible for delivery of large materials Ample natural light Large deep sinks with a source of hot water Ventilation Work tables wide enough for students to work from both sides Other considerations: safety, lighting, energy, location, sound control 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Separate Kiln Room Space for working outdoors Floor space adequate to limit congestion during transitions
Equipment/Materials E	<ul style="list-style-type: none"> Limited materials available. 	<ul style="list-style-type: none"> Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) <u>Rule of thumb: budget \$15 per art student</u> Equipment available: mirrors, easels, pottery wheels, kiln, etc. AV equipment for displaying student work, instructional videos, displaying a variety of artwork. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Instructional Materials budget sufficient to purchase and update equipment Technology for student and teacher use

Middle School Music Rubric - Program Evaluation

CA Pop

	Entry	Basic	Quality
Access/Equity Q	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day Efforts are made to avoid single offering single section courses against each other. Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas Scheduling considerations made for students with disabilities and English learners 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Support for students with disabilities & English Learners
Instructional Program E	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. General music only, or beginning band only) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based Instructional Program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra) Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, musicians to enhance educational experience Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music) Performance opportunities outside school community
Teachers E B	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in the ensemble taught. Students receive regular credit for courses Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General) 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)
Facilities B	<ul style="list-style-type: none"> Shared spaces (stage, lunch room, gym) Limited or no secure storage or lockable cabinets available. Located in close proximity to academic classes (creating excessive noise) Unsecured location <p><u>Note:</u> most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic music instructional needs. Dedicated Secure Music Room Performance Space - auditorium or theater Secure Storage, Sink Music Stands Piano Sound, A/V system Rehearsal Space for large group (50+) students Acoustic considerations: <ul style="list-style-type: none"> Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.) Space and ceiling height to provide good acoustics. Acoustically isolated from other classrooms 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Driven by instructional needs of music programs (eg. vocal program in room with risers) Floor space adequate to limit congestion during transitions Specialty Music Chairs - promoting appropriate posture Practice rooms for small groups and individuals Built-in storage for large instruments (basses, cellos, percussion) Keyboard Lab Faculty office

Middle School Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity E	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) Efforts are made to avoid single offering single section courses against each other. Instruction in Art is provided to students in durations commensurate with other core academic subject areas 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Instructional aid support for students with disabilities
Instructional Program E	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. intro to visual art) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based instructional program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) Exhibition opportunities are provided for students to show their mastery of art content. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, artists to enhance educational experience Diverse offerings (Intro to Art, Art History, Ceramics, etc.) Exhibition opportunities outside the school community. Art festivals.
Teachers	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught. Students receive regular credit for courses 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Use community partnerships to enhance student learning experience.
Facilities E	<ul style="list-style-type: none"> Shared spaces (stage, lunchroom, art on a cart) Limited or no storage cabinets for art materials and supplies. <p>Note: most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic visual art instructional needs. Display space for student work Storage space for student work in progress (lockable), Drying racks Dedicated, lockable, organized storage space for materials and supplies Hard Floors Space to facilitate easy movement around the room Designed with the ability to work on a variety of art projects Easily accessible for delivery of large materials Ample natural light Large deep sinks with a source of hot water Ventilation Work tables wide enough for students to work from both sides Other considerations: safety, lighting, energy, location, sound control 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Separate Kiln Room Space for working outdoors Floor space adequate to limit congestion during transitions
Equipment/Materials E	<ul style="list-style-type: none"> Limited materials available. 	<ul style="list-style-type: none"> Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) <u>Rule of thumb: budget \$15 per art student</u> Equipment available: mirrors, easels, pottery wheels, kiln, etc. AV equipment for displaying student work, instructional videos, displaying a variety of artwork. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Instructional Materials budget sufficient to purchase and update equipment Technology for student and teacher use

Yarrow

Middle School Music Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity Q	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day Efforts are made to avoid single offering single section courses against each other. Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas Scheduling considerations made for students with disabilities and English learners 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Support for students with disabilities & English Learners
Instructional Program E	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. General music only, or beginning band only) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based Instructional Program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra) Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, musicians to enhance educational experience Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music) Performance opportunities outside school community
Teachers E / B	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in the ensemble taught. Students receive regular credit for courses Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General) 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)
Facilities E	<ul style="list-style-type: none"> Shared spaces (stage, lunch room, gym) Limited or no secure storage or lockable cabinets available. Located in close proximity to academic classes (creating excessive noise) Unsecured location <p><u>Note:</u> most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic music instructional needs. Dedicated Secure Music Room Performance Space - auditorium or theater Secure Storage, Sink Music Stands Piano Sound, A/V system Rehearsal Space for large group (50+) students Acoustic considerations: <ul style="list-style-type: none"> Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.) Space and ceiling height to provide good acoustics. Acoustically isolated from other classrooms 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Driven by instructional needs of music programs (eg. vocal program in room with risers) Floor space adequate to limit congestion during transitions Specialty Music Chairs - promoting appropriate posture Practice rooms for small groups and individuals Built-in storage for large instruments (basses, cellos, percussion) Keyboard Lab Faculty office

Middle School Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity E/B	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) Efforts are made to avoid single offering single section courses against each other. Instruction in Art is provided to students in durations commensurate with other core academic subject areas 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Instructional aid support for students with disabilities
Instructional Program E	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. intro to visual art) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based instructional program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) Exhibition opportunities are provided for students to show their mastery of art content. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, artists to enhance educational experience Diverse offerings (Intro to Art, Art History, Ceramics, etc.) Exhibition opportunities outside the school community. Art festivals.
Teachers B	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught. Students receive regular credit for courses 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Use community partnerships to enhance student learning experience.
Facilities E	<ul style="list-style-type: none"> Shared spaces (stage, lunchroom, art on a cart) Limited or no storage cabinets for art materials and supplies. <p><u>Note:</u> most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic visual art instructional needs. Display space for student work Storage space for student work in progress (lockable), Drying racks Dedicated, lockable, organized storage space for materials and supplies Hard Floors Space to facilitate easy movement around the room Designed with the ability to work on a variety of art projects Easily accessible for delivery of large materials Ample natural light Large deep sinks with a source of hot water Ventilation Work tables wide enough for students to work from both sides Other considerations: safety, lighting, energy, location, sound control 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Separate Kiln Room Space for working outdoors Floor space adequate to limit congestion during transitions
Equipment/Materials E	<ul style="list-style-type: none"> Limited materials available. 	<ul style="list-style-type: none"> Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) Rule of thumb: <i>budget \$15 per art student</i> Equipment available: mirrors, easels, pottery wheels, kiln, etc. AV equipment for displaying student work, instructional videos, displaying a variety of artwork. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Instructional Materials budget sufficient to purchase and update equipment Technology for student and teacher use

DOL







Middle School Music Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity	<ul style="list-style-type: none"> • Self Select-Pull Out • Before/After School • Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> • Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day • Efforts are made to avoid single offering single section courses against each other. • Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas • Scheduling considerations made for students with disabilities and English learners 	<i>In addition to basic...</i> <ul style="list-style-type: none"> • All Students participate • Support for students with disabilities & English Learners
Instructional Program	<ul style="list-style-type: none"> • Single Level: No advanced or novice level classes • One offering (eg. General music only, or beginning band only) • Classes scheduled by grade level only without consideration to performance level of student or ensemble type. • Limited performance opportunities 	<ul style="list-style-type: none"> • Standards Based Instructional Program • Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) • Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra) • Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> • Involves community resources, musicians to enhance educational experience • Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music) • Performance opportunities outside school community
Teachers	<ul style="list-style-type: none"> • Emergency Credentials • Non-Credentialed • Outside contractors 	<ul style="list-style-type: none"> • Fully credentialed and qualified • Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in the ensemble taught. • Students receive regular credit for courses • Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General) 	<i>In addition to basic...</i> <ul style="list-style-type: none"> • Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)
Facilities	<ul style="list-style-type: none"> • Shared spaces (stage, lunch room, gym) • Limited or no secure storage or lockable cabinets available. • Located in close proximity to academic classes (creating excessive noise) • Unsecured location <p><u>Note:</u> most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> • Meets basic music instructional needs. • Dedicated Secure Music Room • Performance Space - auditorium or theater • Secure Storage, • Sink • Music Stands • Piano • Sound, A/V system • Rehearsal Space for large group (50+) students • Acoustic considerations: <ul style="list-style-type: none"> ◦ Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.) ◦ Space and ceiling height to provide good acoustics. ◦ Acoustically isolated from other classrooms 	<i>In addition to basic...</i> <ul style="list-style-type: none"> • Driven by instructional needs of music programs (eg. vocal program in room with risers) • Floor space adequate to limit congestion during transitions • Specialty Music Chairs - promoting appropriate posture • Practice rooms for small groups and individuals • Built-in storage for large instruments (basses, cellos, percussion) • Keyboard Lab • Faculty office

Middle School Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) Efforts are made to avoid single offering single section courses against each other. Instruction in Art is provided to students in durations commensurate with other core academic subject areas 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> All Students participate Instructional aid support for students with disabilities
Instructional Program	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. intro to visual art) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based instructional program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) Exhibition opportunities are provided for students to show their mastery of art content. 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> Involves community resources, artists to enhance educational experience Diverse offerings (Intro to Art, Art History, Ceramics, etc.) Exhibition opportunities outside the school community. Art festivals.
Teachers	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught. Students receive regular credit for courses 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> Use community partnerships to enhance student learning experience.
Facilities	<ul style="list-style-type: none"> Shared spaces (stage, lunchroom, art on a cart) Limited or no storage cabinets for art materials and supplies. <p><u>Note:</u> most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic visual art instructional needs. Display space for student work Storage space for student work in progress (lockable), Drying racks Dedicated, lockable, organized storage space for materials and supplies Hard Floors Space to facilitate easy movement around the room Designed with the ability to work on a variety of art projects Easily accessible for delivery of large materials Ample natural light Large deep sinks with a source of hot water Ventilation Work tables wide enough for students to work from both sides Other considerations: safety, lighting, energy, location, sound control 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> Separate Kiln Room Space for working outdoors Floor space adequate to limit congestion during transitions
Equipment/Materials	<ul style="list-style-type: none"> Limited materials available. 	<ul style="list-style-type: none"> Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) <u>Rule of thumb: budget \$15 per art student</u> Equipment available: mirrors, easels, pottery wheels, kiln, etc. AV equipment for displaying student work, instructional videos, displaying a variety of artwork. 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> Instructional Materials budget sufficient to purchase and update equipment Technology for student and teacher use

Middle School Music Rubric - Program Evaluation





	Entry	Basic	Quality
Access/Equity 	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day Efforts are made to avoid single offering single section courses against each other. Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas Scheduling considerations made for students with disabilities and English learners 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Support for students with disabilities & English Learners
Instructional Program 	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. General music only, or beginning band only) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based Instructional Program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra) Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, musicians to enhance educational experience Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music) Performance opportunities outside school community
Teachers  	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in the ensemble taught. Students receive regular credit for courses Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General) 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)
Facilities  	<ul style="list-style-type: none"> Shared spaces (stage, lunch room, gym) Limited or no secure storage or lockable cabinets available. Located in close proximity to academic classes (creating excessive noise) Unsecured location <p><u>Note:</u> most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic music instructional needs. Dedicated Secure Music Room Performance Space - auditorium or theater Secure Storage, Sink Music Stands Piano Sound, A/V system Rehearsal Space for large group (50+) students Acoustic considerations: <ul style="list-style-type: none"> Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.) Space and ceiling height to provide good acoustics. Acoustically isolated from other classrooms 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Driven by instructional needs of music programs (eg. vocal program in room with risers) Floor space adequate to limit congestion during transitions Specialty Music Chairs - promoting appropriate posture Practice rooms for small groups and individuals Built-in storage for large instruments (basses, cellos, percussion) Keyboard Lab Faculty office

Middle School Visual Art Rubric - Program Evaluation


	Entry	Basic	Quality
Access/Equity E	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) Efforts are made to avoid single offering single section courses against each other. Instruction in Art is provided to students in durations commensurate with other core academic subject areas 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Instructional aid support for students with disabilities
Instructional Program B	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. intro to visual art) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based instructional program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) Exhibition opportunities are provided for students to show their mastery of art content. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, artists to enhance educational experience Diverse offerings (Intro to Art, Art History, Ceramics, etc.) Exhibition opportunities outside the school community. Art festivals.
Teachers	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught. Students receive regular credit for courses 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Use community partnerships to enhance student learning experience.
Facilities B	<ul style="list-style-type: none"> Shared spaces (stage, lunchroom, art on a cart) Limited or no storage cabinets for art materials and supplies. <p>Note: most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic visual art instructional needs. Display space for student work Storage space for student work in progress (lockable), Drying racks Dedicated, lockable, organized storage space for materials and supplies Hard Floors Space to facilitate easy movement around the room Designed with the ability to work on a variety of art projects Easily accessible for delivery of large materials Ample natural light Large deep sinks with a source of hot water Ventilation Work tables wide enough for students to work from both sides Other considerations: safety, lighting, energy, location, sound control 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Separate Kiln Room Space for working outdoors Floor space adequate to limit congestion during transitions
Equipment/Materials E	<ul style="list-style-type: none"> Limited materials available. 	<ul style="list-style-type: none"> Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) <u>Rule of thumb: budget \$15 per art student</u> Equipment available: mirrors, easels, pottery wheels, kiln, etc. AV equipment for displaying student work, instructional videos, displaying a variety of artwork. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Instructional Materials budget sufficient to purchase and update equipment Technology for student and teacher use

Middle School Music Rubric - Program Evaluation

LUP

	Entry	Basic	Quality
Access/Equity 	<ul style="list-style-type: none"> • Self Select-Pull Out • Before/After School • Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> • Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day • Efforts are made to avoid single offering single section courses against each other. • Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas • Scheduling considerations made for students with disabilities and English learners 	<i>In addition to basic...</i> <ul style="list-style-type: none"> • All Students participate • Support for students with disabilities & English Learners
Instructional Program 	<ul style="list-style-type: none"> • Single Level: No advanced or novice level classes • One offering (eg. General music only, or beginning band only) • Classes scheduled by grade level only without consideration to performance level of student or ensemble type. • Limited performance opportunities 	<ul style="list-style-type: none"> • Standards Based Instructional Program • Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) • Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra) • Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> • Involves community resources, musicians to enhance educational experience • Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music) • Performance opportunities outside school community
Teachers 	<ul style="list-style-type: none"> • Emergency Credentials • Non-Credentialed • Outside contractors 	<ul style="list-style-type: none"> • Fully credentialed and qualified • Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in the ensemble taught. • Students receive regular credit for courses • Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General) 	<i>In addition to basic...</i> <ul style="list-style-type: none"> • Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)
Facilities 	<ul style="list-style-type: none"> • Shared spaces (stage, lunch room, gym) • Limited or no secure storage or lockable cabinets available. • Located in close proximity to academic classes (creating excessive noise) • Unsecured location <p><u>Note:</u> most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> • Meets basic music instructional needs. • Dedicated Secure Music Room • Performance Space - auditorium or theater • Secure Storage, • Sink • Music Stands • Piano • Sound, A/V system • Rehearsal Space for large group (50+) students • Acoustic considerations: <ul style="list-style-type: none"> ◦ Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.) ◦ Space and ceiling height to provide good acoustics. ◦ Acoustically isolated from other classrooms 	<i>In addition to basic...</i> <ul style="list-style-type: none"> • Driven by instructional needs of music programs (eg. vocal program in room with risers) • Floor space adequate to limit congestion during transitions • Specialty Music Chairs - promoting appropriate posture • Practice rooms for small groups and individuals • Built-in storage for large instruments (basses, cellos, percussion) • Keyboard Lab • Faculty office

Middle School Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity 	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) Efforts are made to avoid single offering single section courses against each other. Instruction in Art is provided to students in durations commensurate with other core academic subject areas 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Instructional aid support for students with disabilities
Instructional Program	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. intro to visual art) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based instructional program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) Exhibition opportunities are provided for students to show their mastery of art content. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, artists to enhance educational experience Diverse offerings (Intro to Art, Art History, Ceramics, etc.) Exhibition opportunities outside the school community. Art festivals.
Teachers	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught. Students receive regular credit for courses 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Use community partnerships to enhance student learning experience.
Facilities	<ul style="list-style-type: none"> Shared spaces (stage, lunchroom, art on a cart) Limited or no storage cabinets for art materials and supplies. <p><u>Note:</u> most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic visual art instructional needs. Display space for student work Storage space for student work in progress (lockable), Drying racks Dedicated, lockable, organized storage space for materials and supplies Hard Floors Space to facilitate easy movement around the room Designed with the ability to work on a variety of art projects Easily accessible for delivery of large materials Ample natural light Large deep sinks with a source of hot water Ventilation Work tables wide enough for students to work from both sides Other considerations: safety, lighting, energy, location, sound control 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Separate Kiln Room Space for working outdoors Floor space adequate to limit congestion during transitions
Equipment/Materials	<ul style="list-style-type: none"> Limited materials available. 	<ul style="list-style-type: none"> Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) <u>Rule of thumb: budget \$15 per art student</u> Equipment available: mirrors, easels, pottery wheels, kiln, etc. AV equipment for displaying student work, instructional videos, displaying a variety of artwork. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Instructional Materials budget sufficient to purchase and update equipment Technology for student and teacher use

Middle School Music Rubric - Program Evaluation

W

	Entry	Basic	Quality
Access/Equity B	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day Efforts are made to avoid single offering single section courses against each other. Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas Scheduling considerations made for students with disabilities and English learners 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Support for students with disabilities & English Learners
Instructional Program B	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. General music only, or beginning band only) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based Instructional Program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra) Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, musicians to enhance educational experience Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music) Performance opportunities outside school community
Teachers B	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in the ensemble taught. Students receive regular credit for courses Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General) 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)
Facilities B	<ul style="list-style-type: none"> Shared spaces (stage, lunch room, gym) Limited or no secure storage or lockable cabinets available. Located in close proximity to academic classes (creating excessive noise) Unsecured location <p><u>Note:</u> most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic music instructional needs. Dedicated Secure Music Room Performance Space - auditorium or theater Secure Storage, Sink Music Stands Piano Sound, A/V system Rehearsal Space for large group (50+) students Acoustic considerations: <ul style="list-style-type: none"> Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.) Space and ceiling height to provide good acoustics. Acoustically isolated from other classrooms 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Driven by instructional needs of music programs (eg. vocal program in room with risers) Floor space adequate to limit congestion during transitions Specialty Music Chairs - promoting appropriate posture Practice rooms for small groups and individuals Built-in storage for large instruments (basses, cellos, percussion) Keyboard Lab Faculty office

Middle School Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity B	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) Efforts are made to avoid single offering single section courses against each other. Instruction in Art is provided to students in durations commensurate with other core academic subject areas 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Instructional aid support for students with disabilities
Instructional Program E	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. intro to visual art) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based instructional program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) Exhibition opportunities are provided for students to show their mastery of art content. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, artists to enhance educational experience Diverse offerings (Intro to Art, Art History, Ceramics, etc.) Exhibition opportunities outside the school community. Art festivals.
Teachers B	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught. Students receive regular credit for courses 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Use community partnerships to enhance student learning experience.
Facilities B	<ul style="list-style-type: none"> Shared spaces (stage, lunchroom, art on a cart) Limited or no storage cabinets for art materials and supplies. <p><u>Note:</u> most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic visual art instructional needs. Display space for student work Storage space for student work in progress (lockable), Drying racks Dedicated, lockable, organized storage space for materials and supplies Hard Floors Space to facilitate easy movement around the room Designed with the ability to work on a variety of art projects Easily accessible for delivery of large materials Ample natural light Large deep sinks with a source of hot water Ventilation Work tables wide enough for students to work from both sides Other considerations: safety, lighting, energy, location, sound control 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Separate Kiln Room Space for working outdoors Floor space adequate to limit congestion during transitions
Equipment/Materials B	<ul style="list-style-type: none"> Limited materials available. 	<ul style="list-style-type: none"> Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) <u>Rule of thumb: budget \$15 per art student</u> Equipment available: mirrors, easels, pottery wheels, kiln, etc. AV equipment for displaying student work, instructional videos, displaying a variety of artwork. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Instructional Materials budget sufficient to purchase and update equipment Technology for student and teacher use

Middle School Music Rubric - Program Evaluation

CAT

	Entry	Basic	Quality
Access/Equity Q	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day Efforts are made to avoid single offering single section courses against each other. Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas Scheduling considerations made for students with disabilities and English learners 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Support for students with disabilities & English Learners
Instructional Program B E	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. General music only, or beginning band only) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based Instructional Program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra) Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, musicians to enhance educational experience Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music) Performance opportunities outside school community
Teachers B	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in the ensemble taught. Students receive regular credit for courses Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General) 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)
Facilities E	<ul style="list-style-type: none"> Shared spaces (stage, lunch room, gym) Limited or no secure storage or lockable cabinets available. Located in close proximity to academic classes (creating excessive noise) Unsecured location <p><u>Note:</u> most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic music instructional needs. Dedicated Secure Music Room Performance Space - auditorium or theater Secure Storage, Sink Music Stands Piano Sound, A/V system Rehearsal Space for large group (50+) students Acoustic considerations: <ul style="list-style-type: none"> Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.) Space and ceiling height to provide good acoustics. Acoustically isolated from other classrooms 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Driven by instructional needs of music programs (eg. vocal program in room with risers) Floor space adequate to limit congestion during transitions Specialty Music Chairs - promoting appropriate posture Practice rooms for small groups and individuals Built-in storage for large instruments (basses, cellos, percussion) Keyboard Lab Faculty office

Middle School Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity B	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) Efforts are made to avoid single offering single section courses against each other. Instruction in Art is provided to students in durations commensurate with other core academic subject areas 	<i>In addition to basic...</i> <ul style="list-style-type: none"> All Students participate Instructional aid support for students with disabilities
Instructional Program E	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. intro to visual art) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based instructional program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) Exhibition opportunities are provided for students to show their mastery of art content. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Involves community resources, artists to enhance educational experience Diverse offerings (Intro to Art, Art History, Ceramics, etc.) Exhibition opportunities outside the school community. Art festivals.
Teachers Q	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught. Students receive regular credit for courses 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Use community partnerships to enhance student learning experience.
Facilities E	<ul style="list-style-type: none"> Shared spaces (stage, lunchroom, art on a cart) Limited or no storage cabinets for art materials and supplies. <p><i>Note: most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</i></p>	<ul style="list-style-type: none"> Meets basic visual art instructional needs. Display space for student work Storage space for student work in progress (lockable), Drying racks Dedicated, lockable, organized storage space for materials and supplies Hard Floors Space to facilitate easy movement around the room Designed with the ability to work on a variety of art projects Easily accessible for delivery of large materials Ample natural light Large deep sinks with a source of hot water Ventilation Work tables wide enough for students to work from both sides Other considerations: safety, lighting, energy, location, sound control 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Separate Kiln Room Space for working outdoors Floor space adequate to limit congestion during transitions
Equipment/Materials E	<ul style="list-style-type: none"> Limited materials available. 	<ul style="list-style-type: none"> Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) <u>Rule of thumb: budget \$15 per art student</u> Equipment available: mirrors, easels, pottery wheels, kiln, etc. AV equipment for displaying student work, instructional videos, displaying a variety of artwork. 	<i>In addition to basic...</i> <ul style="list-style-type: none"> Instructional Materials budget sufficient to purchase and update equipment Technology for student and teacher use

Middle School Music Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity	<ul style="list-style-type: none"> • Self Select-Pull Out • Before/After School • Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> • Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day • Efforts are made to avoid single offering single section courses against each other. • Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas • Scheduling considerations made for students with disabilities and English learners 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> • All Students participate • Support for students with disabilities & English Learners
Instructional Program	<ul style="list-style-type: none"> • Single Level: No advanced or novice level classes • One offering (eg. General music only, or beginning band only) • Classes scheduled by grade level only without consideration to performance level of student or ensemble type. • Limited performance opportunities 	<ul style="list-style-type: none"> • Standards Based Instructional Program • Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) • Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra) • Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education. 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> • Involves community resources, musicians to enhance educational experience • Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music) • Performance opportunities outside school community
Teachers	<ul style="list-style-type: none"> • Emergency Credentials • Non-Credentialed • Outside contractors <p>13</p>	<ul style="list-style-type: none"> • Fully credentialed and qualified • Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in the ensemble taught. • Students receive regular credit for courses • Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General) 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> • Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)
Facilities	<ul style="list-style-type: none"> • Shared spaces (stage, lunch room, gym) • Limited or no secure storage or lockable cabinets available. • Located in close proximity to academic classes (creating excessive noise) • Unsecured location <p>Note: most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> • Meets basic music instructional needs. • Dedicated Secure Music Room • Performance Space - auditorium or theater • Secure Storage, • Sink • Music Stands • Piano • Sound, A/V system • Rehearsal Space for large group (50+) students • Acoustic considerations: <ul style="list-style-type: none"> ◦ Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.) ◦ Space and ceiling height to provide good acoustics. ◦ Acoustically isolated from other classrooms <p>1 class</p>	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> • Driven by instructional needs of music programs (eg. vocal program in room with risers) • Floor space adequate to limit congestion during transitions • Specialty Music Chairs - promoting appropriate posture • Practice rooms for small groups and individuals • Built-in storage for large instruments (basses, cellos, percussion) • Keyboard Lab • Faculty office

Middle School Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) Efforts are made to avoid single offering single section courses against each other. Instruction in Art is provided to students in durations commensurate with other core academic subject areas 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> All Students participate Instructional aid support for students with disabilities
Instructional Program	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. intro to visual art) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based instructional program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) Exhibition opportunities are provided for students to show their mastery of art content. 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> Involves community resources, artists to enhance educational experience Diverse offerings (Intro to Art, Art History, Ceramics, etc.) Exhibition opportunities outside the school community. Art festivals.
Teachers	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught. Students receive regular credit for courses 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> Use community partnerships to enhance student learning experience.
Facilities	<ul style="list-style-type: none"> Shared spaces (stage, lunchroom, art on a cart) Limited or no storage cabinets for art materials and supplies. <p>Note: most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic visual art instructional needs. Display space for student work Storage space for student work in progress (lockable), Drying racks Dedicated, lockable, organized storage space for materials and supplies Hard Floors Space to facilitate easy movement around the room Designed with the ability to work on a variety of art projects Easily accessible for delivery of large materials Ample natural light Large deep sinks with a source of hot water Ventilation Work tables wide enough for students to work from both sides Other considerations: safety, lighting, energy, location, sound control 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> Separate Kiln Room Space for working outdoors Floor space adequate to limit congestion during transitions
Equipment/Materials	<ul style="list-style-type: none"> Limited materials available. 	<ul style="list-style-type: none"> Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) <u>Rule of thumb: budget \$15 per art student</u> Equipment available: mirrors, easels, pottery wheels, kiln, etc. AV equipment for displaying student work, instructional videos, displaying a variety of artwork. 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> Instructional Materials budget sufficient to purchase and update equipment Technology for student and teacher use