

**2006 – 2007 Visual and Performing Arts and Physical Education Funding**  
**Five Strategic Recommendations**  
**For Maximizing Opportunity**

| Recommendations   | Rational  |
|---|---|
| <b>Priority # 1</b><br><b>Standards-based Professional Development for Teachers</b>   |   |
| Professional development for <i>elementary</i> school classroom teachers to empower the delivery of sequential standards-based instruction <ul style="list-style-type: none"> <li>➤ Content knowledge</li> <li>➤ Specialized skills and resources</li> <li>➤ Assessment of student learning</li> </ul> Professional development for <i>single subject</i> Music, Dance, Theatre, Visual Arts, and Physical Education teachers <ul style="list-style-type: none"> <li>➤ Standards-based instructional design</li> <li>➤ Content knowledge</li> <li>➤ Assessment of student learning</li> </ul> | Effective professional development provides teachers with the knowledge, skills, and supported practice they need to provide sequential standards-based instruction in physical education and the visual and performing arts.<br><br>Professional development provides teachers with the essentials for facilitating student learning: <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Embedded assessment</li> <li>• Curriculum development</li> <li>• Effective instruction</li> <li>• Focused collaboration with other teachers</li> <li>• Effective use of resources</li> </ul>   |
| <b>Priority # 2</b><br><b>Leadership-based Professional Development for School Site Administrators and District Level Personnel</b>   |   |
| Professional development specifically designed and delivered to meet the needs of <i>school site administrators</i> in their role as instructional leaders for standards-based instruction, and <i>county and district administrators</i> who have responsibility for visual and performing arts and physical education.  | Effective professional development provides instructional leaders with the knowledge, skills, and supported practice they need to provide leadership for standards-based instruction in physical education and the visual and performing arts.<br><br>Professional development provides school leaders with the essentials for facilitating student learning: <ul style="list-style-type: none"> <li>• Keys for providing instructional leadership for physical education and visual and performing arts</li> <li>• How students learn the content in physical education and visual and performing arts</li> <li>• Support and evaluate instruction in visual and performing arts and physical education programs</li> <li>• Current research in physical education and visual and performing arts</li> </ul>   |
| <b>Priority # 3</b><br><b>Standards-based Curriculum Development</b>  |   |
| Sequential, standards-based curriculum should be developed in each of the following content areas:<br><br><b>Physical Education</b><br><b>Music</b><br><b>Dance</b><br><b>Theatre</b><br><b>Visual arts</b>   | Credentialed teachers and school administrators should engage in the development of sequential, standards-based curriculum. The curriculum should be designed for effective use by both specialist and generalist teachers. <ul style="list-style-type: none"> <li>• The developed curriculum should be provided for all teachers.</li> <li>• Implementation plans should include professional development for teachers and administrators.</li> <li>• Curriculum revision should be carried out as an on-going process that is related to student achievement in each of the content areas.</li> <li>• Teachers who provide instruction in physical education and visual and performing arts should be provided with copies of the standards, framework and the district curriculum.</li> </ul> <p><b><i>The curriculum provides key elements for the teacher to use in facilitating student learning.</i></b> It does not serve as evidence that the district has addressed the content area.</p> |
| <b>Priority # 4</b><br><b>Assessment of Student Learning and The Evaluation of Instructional Programs</b>   |   |
| Assessment data should be collected on student progress in meeting the standards in each of the content areas.<br><br>The assessment of student learning should be embedded in the instructional process and include evidence of students work.<br><br>Instructional programs should be evaluated and linked to student learning in each of the content areas.  | The assessment of student learning and the evaluation of instructional programs to influence student learning of the content of the disciplines should have a high priority in instructional processes. <ul style="list-style-type: none"> <li>• A plan for assessment of visual and performing arts and physical education programs should be developed and linked to student learning in the content areas.</li> <li>• Students should be assessed on their progress toward standards in each of the content areas.</li> <li>• Assessment tools should reflect the learning and the evidence of student achievement of the content standards.</li> <li>• Student data from assessments should be evaluated to inform students, parents, community, instruction and the curriculum.</li> </ul>   |
| <b>Priority # 5</b><br><b>Instructional Resources to Support Standards-based Visual and Performing Arts Education and Physical Education</b>  |   |
| Instructional resources to support the standards-based curriculum should be purchased. These resources should be utilized in the instructional programs that take place during the school day.  | Instructional resources are essential supports for the standards-based curriculum. Resources should be designated for use only in the instructional programs outlined in EC 51210 and 51222 and should be evaluated on effectiveness in enhancing student learning.   |