Performing Arts Program Review

Phase I Report December 4, 2008

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The Performing Arts Program Review Committee

K-12 Performing Arts

ELEMENTARY

- General Music
- Instrumental Music
- Choral Music
- Drama

HIGH SCHOOL

- Dance
- Instrumental Music
- Choral Music
- Drama

Program Review Committee

Amy Martin Co-chair	Lynn Modell Co-chair	Fred Taylor Co-chair
Mike Driscoll Teacher	Meredith Selden Teacher	Dianne Greco Teacher
John Ferguson Teacher	Daniel Lipton Teacher	Matthew Polletto Teacher
Lee Chelminiak Parent	Michelle Parker Parent	Skye Kramer Parent
David Summergrad Principal	Mindy Paulo Coordinator	Alicia Mitchell Coordinator

Phase I - Study

- Create program vision
- Collect and review data
- Identify program strengths and areas for areas for improvement
- Propose next steps

Data & Information Sources

- Program information provided by coordinators
- Perception data gathered by
 Management Consulting Services: parent & teacher surveys, focus groups
- Additional information gathered by the committee
 - Student Surveys
 - Comparison School Surveys

Program Vision

Performing Arts in the Public Schools of Brookline is based on a passionate belief that the arts are an essential part of life and education, integral in the social development of every child, and vital in the understanding of diverse cultures. Students learn to express themselves artistically, as individuals and in collaboration with others. Our community sees, supports, and sustains performing arts education not only for the immediate values of performance and the appreciation of beauty, but for ways of understanding the world, for the development of the mind and body, and for many underlying skills and understandings that are necessary for success in life.

Guiding Principles

- Equity and Access
- Curriculum
- Learning
- Assessment

Overall Program Strength

The Public Schools of Brookline is committed to the Performing Arts and views it as an integral part of the educational experience for all students.

Overall Area for Improvement

Learning experiences and opportunities in the Performing Arts are inconsistent across schools K-8, across disciplines 9-12, and between the elementary and the high school.

Equity and Access: Program Strengths

- Performing Arts are offered at all schools, K-12.
- Classes are diverse.
- Performing Arts are valued as an important as part of all students' education.
- Performances are accessible and supported by the community.

Equity and Access: Areas for Improvement

- Access to performing arts opportunities is not equitably available to all K-12 students.
- There are inconsistencies in instructional time, course offerings, and facilities.

Curriculum: Program Strengths

- The Performing Arts curriculum encompasses a wide variety of performance skills, understandings, and cognitive abilities.
- All students have the opportunity to perform before a public audience.
- Ensembles in grades K-8 prepare students for participation in 9-12 ensembles.

Curriculum: Areas for Improvement

K-12 Vertical and horizontal curriculum alignment is needed.

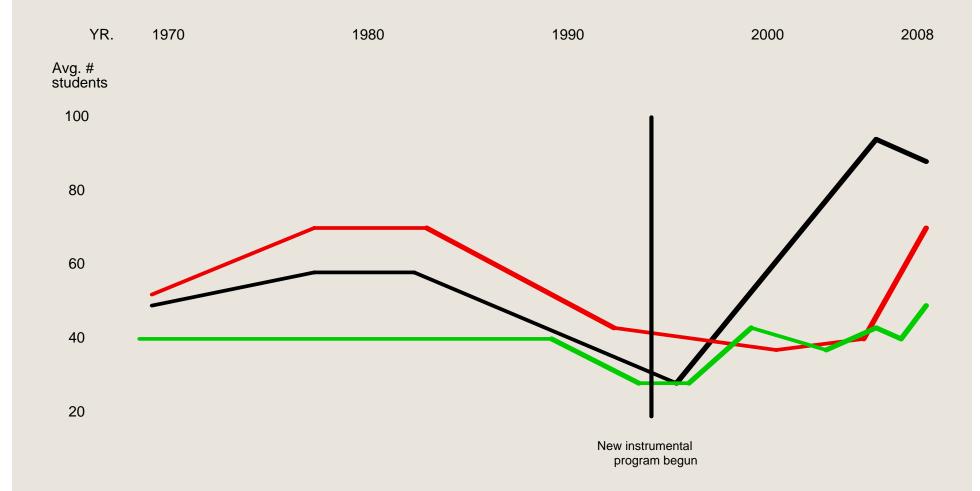
Learning: Program Strengths

- Students demonstrate curricular skills and content knowledge through performance.
- Performing Arts classes help students develop selfconfidence and self-awareness, and to become better thinkers.
- All students learn an instrument in grade 4 and choose a performance class in grades 5 and 6.
- Grade 4 -12 enrollments have increased in choral and instrumental performance classes.

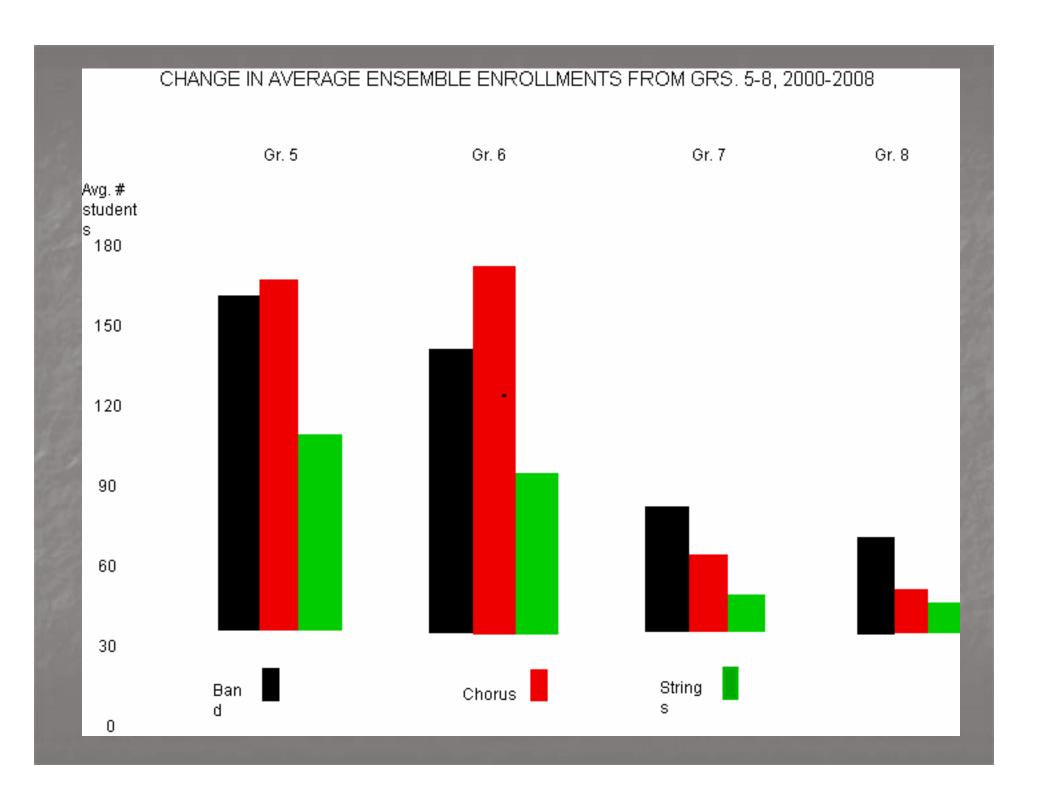
APPROXIMATE STUDENT ENROLLMENTS IN GR 5 ENSEMBLES FROM 1975-2008



APPROXIMATE STUDENT ENROLLMENTS IN TW ENSEMBLES FROM 1970-2008



TW 7/8 Band _____
TW 6/7/8 Chorus _____
TW Orchestra Grs. 5-8 _____



Learning: Areas for Improvement

Learning is not coordinated thoroughly between K-8 and 9-12.

The amount of administrative time allocated to Performing Arts (.4 at K-8, .4 at 9-12) is not sufficient.

Assessment: Program Strengths

K-12 Performing Arts assessments are multidimensional.

Assessment: Areas for Improvement

- Assessment practices are inconsistent.
- The program has not identified ways to measure and report on non-curricular aspects of student learning.
- How students are assessed in Performing Arts is not well-understood.

Next Steps: Equity & Access

- Explore alternative schedule and staffing distribution options across elementary schools and within the high school that might afford more equitable access to all students.
- Consider how drama could be incorporated into Performing Arts at each elementary school with minimal budget impact.
- Investigate spaces in the schools and in the community that could be made into suitable rehearsal and/or performance spaces.

Next Steps: Curriculum

- Identify ways for K-8 and 9-12 Performing Arts teachers to work together on K-12 curriculum alignment.
- Examine structures that would support collaboration within a Performing Arts discipline, between disciplines, and across schools.
- Review the K-8 Learning Expectations for gaps relative to the state frameworks.

Next Steps: Curriculum

- Unite the Drama curriculum Grades 6-12, and plan for necessary revisions to the curriculum.
- Explore how the Grade 6-7-8 ensembles and the BHS ensembles can work more closely together in terms of curriculum and learner expectations.

Next Steps: Learning

- Review the K-8 Learning Expectations and Course syllabi to establish a shared understanding of the learner expectations for students as they transition from elementary to high school.
- Review the current role and responsibilities of the Performing Arts curriculum coordinators, with respect to the needs identified by staff for professional development and program coordination.

Next Steps: Assessment

- Explore how to coordinate assessment across the program in order to improve consistency and reliability.
- Examine current research on the learning that takes place in Performing Arts classes that is not easily measured and possible methods of measuring student learning.
- Identify ways to provide clear and accessible information to parents and classroom teachers about the student learning that takes place in Performing Arts classes, and how it is assessed.

Thank You

- The PSB School Committee
- Superintendent Bill Lupini
- Deputy Superintendent Julie Hackett
- K-12 Performing Arts Staff
- Parents, teachers and administrators who generously gave input to the committee