

CONDITIONS THAT SUPPORT MUSIC EDUCATION HOW DOES YOUR SCHOOL DISTRICT RATE?

The following are conditions and practices that create and sustain district-wide commitment to high performing music education programs for all students. These practices were identified in a research study conducted by the President's Committee on the Arts and Humanities and the Arts Education Partnership, and published in *Gaining the Arts Advantage* in 1999.

Determine how your school district rates from 0 to 26 in support for a high quality music education program, by using the following scale for each condition:

- 0 - does not meet the condition
- 1 – somewhat meets the condition;
- 2 – meets the condition.

Conditions that Support Music Education:

- _____ 1) Influential segments of the community shape and implement music education policies and programs.
- _____ 2) The board of education sets a supportive policy framework and environment for music education.
- _____ 3) The superintendent articulates a vision for the arts and music education.
- _____ 4) The district has implemented a comprehensive music education program aligned to Ohio's Academic Content Standards in Music.
- _____ 5) There has been continuity in leadership to implement a comprehensive music education program.
- _____ 6) An arts coordinator, music supervisor or department head facilitates district-wide programs and support for music education.
- _____ 7) School principals support district policies for music education for all students.
- _____ 8) Policies and practices support professional development for music teachers.
- _____ 9) District leaders develop relationships with parents and the community to ensure support for music education. (e.g. community arts centers, college/university music departments, symphony orchestras, opera companies, etc.)
- _____ 10) Strong, sequential elementary music programs create a strong foundation for system-wide music education programs.
- _____ 11) Student needs in music are met through specialized programs (magnet schools, AP classes in music theory/music history, special district chorus, all-city elementary band, etc.)
- _____ 12) District leaders use national and state policies and programs to bolster local support for music education.
- _____ 13) The district promotes reflective practices (evaluation, assessment, program audits or reviews, etc.) at all levels to improve quality.

_____ TOTAL

26	Excellent
20-25	Effective
15-24	Continuous Improvement
10-14	Music Academic Watch
0-13	Music Academic Emergency

How does your district rate? What can you do to be an Excellent Music District?

1. What leadership skills, policies, resources, and data are needed to improve music education in your district?
2. Will your board of education, superintendent, and principals make music education a priority?
3. What strategies will you use to make music education a priority in your school district?

The following strategies may be helpful to improve the quality of the music education programs in your district and school.

- Urge your local board of education to adopt Ohio's Academic Content Standards in Music.
- Implement assessments in music aligned to the Music Standards and grade-level indicators.
- Develop performance indicators to measure student achievement in music (classroom-based assessment, adjudicated events)
- Include music achievement on your school and district's Local Report Card.
- Use music and the other arts as a strategy to close the achievement gap among students (minority, economically disadvantages, special education, etc.)
- Work with parents, colleagues, and the community to sustain support for music in your district and school.
- Involve state lawmakers and policy makers in music programs and events in your school district.
- Make a personal commitment to advocate for music education at the local, state, and national levels.