



MISSISSIPPI
WHOLE SCHOOLS

Display components vary among member schools, providing the field advisor with an insightful lens into the school's performance indicators in the MWS Growth Planner.



Powerful and purposeful displays transform the school into an arts rich learning environment.



The school's Arts Leadership Committee develops rotational directives and component requirements as they work to build the staff's capacity for teaching in and through the arts. The evidence on display captures the school's performance level for multiple Whole School Growth Objectives.

An accomplished educator/campus will naturally and thoroughly communicate the work within the process summary display components. Due to this unique quality, displays offer an individualized coaching opportunity to support growth.

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Hallway and classroom displays are a common research-based tool for teaching and learning. The entire school community benefits from the effective use of arts integration classroom displays. The MWS Arts Integration Displays flier spotlights these benefits and is available on MWS web page.

An educator’s performance level is reflected within the commonly used display components. A novice arts integration teacher’s display may have minimum components or lack authenticity indicating a need for more training and support. Adequate time, training, and in-house support systems are necessary for individual growth.

Additionally, a school’s overall performance level may decline due to sudden administrative changes or high staff turn-overs. Consistent professional development, curriculum planning systems, and an effective mentorship program lessens the impact and are effective systematic systems for member schools.

The MWS Growth Planner Rubric provides performance indicators for each of the MWS growth domains and objectives. A selective list of common components and impacting objectives is below.

Common Display Components (Accomplishing)

- Exhibit Title or Main Idea
- Authentic student work
- Images or QR codes of performance pieces
- Art Form and Content Area Standards
- Standards codes with community friendly terminology
- Lesson summary that includes how the students engaged in the four artistic processes (Create, Perform/Present/Produce, Respond, Connect)
- Images of the process taking place (photos or QR codes)
- Checklist/Rubric used for students to self-assess and demonstrate meaning of the standards presented
- Rubrics, reflections, checklists, or work samples providing evidence of student learning
- Teacher reflections including modifications or extensions

MWS Growth Objectives

- 1b. Create hallways displays throughout the school as clear evidence of student learning through arts integration.
- 1j. Ensure all staff can clearly articulate the impact of arts integration for student achievement and success.
- 2g. Build and use arts vocabulary, skills, and knowledge in an authentic and accurate way.
- 2j. Teachers understand and effectively implement the current district and state standards.
- 2n. Integrate the arts as an approach to teaching and assessing daily.
- 3c. Include and engage in ongoing reflective practice for staff and students.
- 3f. Consistently involve social collaborative experiences in the classroom environment in which students are engaged in the creative process.
- 4g. Administration expects teachers to integrate the arts daily as an approach to teaching, not as an isolated activity.