



MWS Model School Review Process (New Applicants)

Each school review process includes four components: A) Documentation File, B) Campus Site Visit, C) Interviews, D) Model School Application (eGrant system)

The information below is provided to support your successful review.

A) Model Review Documentation

The documentation file is due a minimum of **two weeks prior** to the scheduled on-site review. All documentation evidence should be current or within the last two academic school years. The document should include:

1. MWS Growth Domains Evidence
 - Include a summary or bulleted list specific to **each** objective within the MWS Growth Planner.
 - Include visual evidence for each goal (photographs, video, document links, QR Codes).
 - Include a copy of, or a link to, the current MWS Growth Planner (Rubric & Journey Map). The Planner should be complete with all supporting details and information.
 - All evidence supporting this tool should be current or within the last two academic school years.
2. Curriculum Plan

The school's comprehensive curriculum plan supporting rigorous and collaborative arts integration planning. (CSI Chart, Grade level Curriculum Maps, PLC Arts Integration Planning Documents, Vertical Planning Documents)

 - Include a statement explaining team planning and collaboration to identify and address current academic needs.
 - Provide evidence of how the arts are integrated into the curriculum to teach and assess these needs.
 - Arts integration planning session (a video may be included here, or you may choose to include an actual planning session during the campus site visit)
3. Planning Schedule
 - This supports the school's comprehensive curriculum planning documents (CSI Chart, Curriculum Mapping, PLC Arts Integration doc, etc.). The focus shows common planning schedule and where arts integration is planned.

4. Arts Leadership Committee
 - This should include the names of all committee members, the subjects and grade levels taught, their roles and responsibilities, and a current Arts Leadership Committee meeting schedule.
5. Professional Development
 - Arts Training and Event Calendar visit this [LINK](#) to see a **SAMPLE** of an Arts Training and Event Calendar. After viewing this example, include a copy of **YOUR** school's Arts Training and Event Calendar within the digital portfolio.
 - The professional development calendar should show all professional development and teaching artists visits, unless already noted.
 - A description of the school's structure for disseminating information from professional development workshops to the rest of the staff, unless already noted within the domain evidence summary document
6. Lesson plans
 - Provide an arts integration lesson plan for **each** grade-level and specialist on campus that supports the curricular planning document.
 - **Provide a complete lesson plan for each demonstration lesson that will be observed during the site visit.**
 - Lesson plans should show both academic and arts content, detailing how the students will be engaged in the artistic process to support learning in both.
 - Lesson plans should show how understanding will be assessed in both content areas. This can be formative or summative.

The digital model review document should be submitted two-weeks prior to your review date. Documents should be uploaded directly into the model school's application located on the school's dashboard in the eGrant system.

B) Campus Site Visit (In-person 2-day visit for first time Models)

This is a key component of the Model review process. The on-site review includes formal and informal campus tours, demonstration lessons, student demonstrations and interview components.

1. Campus Tour

- Guided tours offer the opportunity for the school community to personally highlight their work.
- Review team members should be provided with extra time to explore the learning environment and revisit exhibits and displays previously spotlighted.
- Arts Integration displays should be current for all academic and specialist's classrooms. Refer to the Arts Integration Display document found on the MWS website.
- Displays across the campus should include representation of all arts disciplines.
- Student artwork should be authentic and unique. It should not come from a copied outline, black-line master, or a result of step-by-step instruction.
- Permanent art displays and exhibits indoors and outdoors are visible, and it is evident that the arts are valued and celebrated on the campus.

2. Model Demonstration Lessons

- A minimum of five lessons should be scheduled.
- Lessons are offered in all arts disciplines and a variety of academic content areas.
- Lessons are taught in the **regular and specialist** classrooms.
- Demonstration lessons follow the lesson plans included in the digital documentation.
- One of the scheduled lessons may be an arts infusion lesson (tag-team lessons).

3. Student Demonstrations

- Student demonstrations are provided showing the students' engagement and learning on campus (School Performances, student created commercials, students as docents, in-person reflections). These demonstrations replace the need for student interviews and may be connected to other agenda components or stand-alone performances.

C) Interviews

The Review Team will interview three (3) separate groups. Each group should represent the diversity of the school and the community. Each group's interview will be 20-30 minutes.

1. Parents and Community Partners – (4-6 individuals) should include new to seasoned, volunteer to PTA member, for-profit to non-profit community partners, etc.
2. Teachers – (4-6 teachers) should reflect full diversity of campus, including teaching degrees, experience levels, content areas, grade levels, etc.
3. Administrative Team - should include lead or assistant administrator and project director(s)

Evaluators will ask a range of questions in the interview process. For your planning purposes, evaluators will seek to determine the following:

- Clear understanding of arts integration from administrators and teachers and how each has incorporated this approach into their teaching philosophy.
- Role of arts integration and Whole Schools in the professional growth of teachers and administrators.
- How Whole Schools practices are woven into all other initiatives and programs in the school.
- Quality and consistency of arts integration strategies implemented in the classroom.
- How arts integration is supported and evaluated by administrators and other colleagues at the school.
- How new arts integration techniques are implemented into the classroom on an annual basis.
- How the school's PTO/PTA is involved in the arts (during and after-school).
- Evidence of parent training in arts integration and an understanding of the role of the arts on the campus.
- Tools for parents to extend artful conversations at home.
- Evidence of community involvement at the school (including local cultural institutions) and the school's involvement in the community, demonstrating shared goals.

- Understanding of how the Arts Leadership Team functions in an Arts Integration Coaching role.
- How arts integration is used as part of the interview process for new staff.
- Administrator's clear vision of the role of arts integration in the overall fabric of the school.
- Art supplies as an essential part of the school budget and designated storage areas in the building.
- The commitment to supporting newer schools through professional development opportunities, peer collaboration, mentorships, model tours, or other.

Schedule / Agenda

Provide a timed schedule or agenda to the MAC Review Team when they arrive on the campus. A **sample** is provided below, but you should create a schedule that works for your campus and your leadership team. Consult your Field Advisor as needed to set up your schedule.

The following components and time frames should be included:

- Guided Campus Tour: 60 minutes
- Demonstration Lessons: 45-60 minutes or grade level appropriate; the team should see a **complete lesson**.
- Interviews: 25-30 minutes for parent and teacher groups; 30-45 minutes for administrative team
- Student Demonstrations- These demonstrations replace the need for student interviews and may be connected to other agenda components or stand-alone performances. Examples are included in the sample schedule outline below.
- Informal Tour Opportunities – the review team will want to re-visit some of the spaces for more time to process and reflect
- MAC Review Team discussion time: 45 minutes; it is preferred that this takes place near the conclusion of the day, but prior to the administrative team interview.

<p>SAMPLE Day One:</p> <ul style="list-style-type: none"> • 9:00 -9:30 Meet & Greet-School Introduction • 9:30-10:30 Guided Tour (Student Demonstration-Living Reflections) • 10:45-11:45 Demonstration Lessons (Choice of 2) 	<p>SAMPLE Day Two:</p> <ul style="list-style-type: none"> • 8:20-8:50 Welcome (Student Demonstration-Student Created school commercial) • 9:00-10:00 Demonstration Lessons (Choice of 2) <ul style="list-style-type: none"> a) K5 ELA & Theater b) 2nd Science & Dance
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<ul style="list-style-type: none"> a) 1st Grade ELA & Music b) 4th Grade Math & Visual • 11:50-12:50 Lunch & MAC Review Team discussion time • 12:55-1:30 Community/Parent Interviews • 1:30-2:30 Demonstration Lessons (Choice of 2) a) (Specialist Lesson) Visual Arts & Social Studies b) (Specialist Lesson) Music/Movement & ELA 	<ul style="list-style-type: none"> • 10:15-11:15 Informal tour time for Review Team • 11:30-12:30 Lunch with the Arts Leadership Committee • 12:30-1:00 Teacher Interviews • 1:05-2:00 Review Team Discussion Time • 2:00-2:40 Administrative Team Interviews
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D) Model School Application - (found on your eGrant dashboard)

MWS's field advisors provide vital support for your campus and will be on site during the review. They can provide assistance as you plan and prepare and can answer any questions you might have about and throughout the process.

If you have questions be sure to contact your field advisor. The MAC Review Team is eager to see the magnificent work that is happening on your campus.