



MWS Model School Review Process

Each school review and reapplication process include four components: A) Documentation, 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 school's Model Review Evidence Document is due a minimum of two weeks prior to the scheduled on-site review date and includes:

1. MS Whole Schools Growth Domain Evidence:
 - Include a brief summary or bulleted list specific to each MWS Domain objective.
 - Include photographs along with evidence for each domain goal.
 - 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. CSI Chart, OR Curriculum Mapping, OR PLC Arts Integration Planning Sample
 - This should include a statement explaining team planning and collaboration to identify and address current academic needs.
 - This should provide evidence of how the arts are integrated into the curriculum to teach and assess these needs. A video recording of a planning session is an acceptable option.
3. Planning Schedule
 - This supports your CSI Chart or Curriculum Mapping or PLC Arts Integration document. The focus shows a common planning schedule and when arts integration is planned.
4. Arts Leadership Team Members
 - This should include team members' names, subjects and grades taught, their roles and responsibilities, and the 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 document.
- This 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 a complete plan for each demonstration lesson that will be observed during the site visit.
- Plan should show both academic and arts content, detailing how learning in one support learning in the other.
- Each plan should show both academic and arts content, detailing how the students will be engaged in the artistic process to support learning in both.
- The plan should show how understanding will be assessed in both content areas. This can be formative or summative.

The model school digital document should be submitted two weeks prior to your review date. You will upload and submit the document in a single pdf file directly into the Model School Application found on the school's dashboard in the eGrant system.

B) Campus Site Visit

This is a key component of the Model review and re-application process. The site visit should include a campus tour, demonstration lessons, and interviews.

1. Campus Tour

- Classroom and Hallway displays should include all grade levels and all specialists.
- Arts Integration displays should be current for all academic and specialists' 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 does 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
 - Minimum of four scheduled lessons
 - Lessons are offered in a **variety of arts disciplines and academic content areas.**
 - Lessons are taught in regular and specialist classrooms.
 - Lessons follow the plans included in the digital documentation.
 - May also include an arts infusion lesson.
 3. Student Demonstrations

Student demonstrations are provided showing the students' engagement and learning on campus (School Performances, student created commercials, 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 reflect the diversity of the school and the community. Each group's interview will be 20-30 minutes. Reapplying model schools may coordinate and schedule the interview section of the review process in-person or virtually.

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 Panel **a minimum of one week prior to the on-site review**. 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:

- 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; 30-40 minutes for administrative team
- MAC Review Team discussion time: 45 minutes; it is preferred that this takes place near the conclusion of the visit but prior to the administrative team interview.

SAMPLE SCHEDULE:

- 8:00-8:30 Welcome (Student Presentation)
- 8:30-9:30 Demonstration Lessons (Choice of 3)
 - a) K5 ELA & Theater
 - b) 2nd Science & Dance
 - c) 4th Math & Visual Arts
- 9:30-10:15 Collaborative demonstrations (Choice of 2)
 - a) 3rd ELA/Library & Music (Infusion Lesson)
 - b) Curriculum Planning Meeting (5th grade)
- 10:15-11:15 Formal Campus tour (Student Guided/Director)
- 11:20-12:20 Lunch-Informal tour time
- 12:30-12:50 Teacher Interviews
- 12:50-1:50 Review Team Discussion Time
- 1:50-2:10 Community Interviews
- 2:20-2:50 Administrative Team Interviews

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 provide assistance as you plan and prepare and can answer any questions you might have throughout the process.

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