

Opportunity-to-Learn Standards as Needs Assessment Checklist

All Grades – All Content Areas

Curriculum an	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes
Curriculum	1. The program provides all students the opportunity to achieve at levels consistent with their individual abilities and with the National Standards for Music Education listed for the appropriate grade levels. 2. At grades 5-12, the program addresses the needs of most students by offering a robust Ensemble strand consistent with allowing all students the opportunity to achieve at levels consistent with their individual abilities in all areas cited in the National Standards in that strand. 3. At the High School level, the		1. For grades PK-8, the program provides support consistent with allowing all students the opportunity to achieve at levels consistent with their individual abilities and exceeding the National Standards for Music Education, including the strands for Ensembles and for Harmonizing Instruments beginning in grade 4 (for strings) and grade 5 for wind/percussion, selected emerging ensembles, and harmonizing instruments). 2. For High School, the program provides support consistent with allowing all students the opportunity to achieve at levels		

	program addresses the needs of most students by offering a robust program consistent with allowing all students to achieve at the Proficient and Accomplished levels in the ensemble strand. 4. Special education classes in music are no larger than other special-education classes.		consistent with their individual abilities in all areas cited in the National Standards including the strands for Ensembles, Harmonizing instruments, Theory/Composition, and Technology, up to and including the "Advanced" level. To address the needs of all students, instruction is available for those students interested in addressing new experiences in Ensembles and Harmonizing instruments at the Novice or Intermediate levels.		
Scheduling	1. The course of study in all schools shall include music. 2. Pullouts for school assemblies, test preparation, or other non-music education activities are arranged to minimally impact music learning.		1. At the Middle and High School levels, ensembles and other large music classes are offered at times designed to allow participation by the maximum number of students. 2. Students in performance ensembles should be scheduled by experience or student proficiency level. 3. Just as other core academic subject areas meet during the course of the curricular school day, after-school rehearsals should serve to supplement the learning that takes place within the school day.		
Staffing					
	Basic	Check if Present	Quality	Check if Present	Notes

Teacher Qualifications & Load	1. The primary responsibility for music education as a part of the overall education of the student rests with the certified music teacher. Certified nonarts educators are drawn on to expand students' opportunities for arts learning by providing curricular connections among the arts and other subjects. 2. Teacher aides are provided for special-education classes in music if they are provided for other special-education classes. If a student with special needs has an aide to assist in other classes, the aide also assists the student in music classes. 3. Every music educator working with special-education students has received inservice training in special education, has convenient access to trained professionals in special education or music therapy.	for your Program	1. Additional offerings from community arts providers (cultural organizations, community arts organizations, and teaching artists) are used primarily when these offerings are directly linked to a sequential music curriculum delivered by a Highly Qualified/Certified music teacher. 2. Class loads for music teachers are not significantly higher than other academic areas. Ratios should be established to ensure additional music teachers are hired to ensure equitable music instruction for all students.	for your Program	
Professional Development & Evaluation	1. Each school district or school provides a regular program of in-service education that includes at least two paid days for professional development activities arranged by the		1. Teacher evaluation is conducted by individuals fully qualified in both evaluation and in music instruction. 2. One music educator in every district or school is designated		

 dictrict or school as above at face	 os coordinator ou administrator	
district or school each year for	as coordinator or administrator	
every music educator. In	to provide leadership for the	
addition, every music educator	music program. This person is employed on a full-time basis	
is permitted at least one paid		
day of leave each year for	for administration when the	
professional development	staff includes twenty-five or	
activities proposed by the	more music educators. The	
teacher and approved by the	amount of administrative time is	
school.	adjusted proportionately when the staff is smaller. Additional	
Time is provided for collaborative music teacher		
	administrative staff is employed	
work groups/professional	at a proportional rate when the	
learning communities is scheduled to allow for	staff is larger. 3. If student performance data	
coordination and articulation	are considered in teacher	
of the curriculum and of	evaluation, data must involve	
common assessments.	music outcomes.	
3. Teacher evaluation is carried	4. Music staff members are	
out in a way consistent with	encouraged and supported to	
that of teachers in other	participate in state and national	
subjects, except that the	professional development	
provisions of the NAfME	events.	
Position Statement on Teacher	5. Music staff are supported and	
Evaluation are met (notably,	encouraged to assume	
that the use of student	leadership roles in state and	
outcome measures is limited	national music organizations.	
to student achievement in	national masic organizations.	
music).Thus, teacher		
evaluation includes a balanced,		
comprehensive assessment of		
the teacher's contributions to		
student learning through		
multiple measures. These		
measures can and should		
collect information such as:		
* Indicators of teacher		
practice, such as planning and		
preparation.		
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Materials & Equ	* Indicators of the teacher's role in maintaining a productive classroom environment. * Indicators that instruction is designed to reach specified goals related to the Artistic Processes of Creating, performing, and Responding, as well as to the "connecting" embedded in those processes. * Indicators of teacher contribution to the school or district, as well as to the profession of teaching at large.				
	Basic	Check if Present for your	Quality	Check if Present for your	Notes
Instruments	1. Every room in which music is taught has convenient access to a high-quality acoustic or electronic piano, and sufficient sturdy music stands. 2. Adaptive devices (such as adaptive picks, beaters) are available for use by students with special needs. 3. All equipment is maintained in good repair, with pianos tuned at least three times each year. An annual budget is provided for repair and maintenance of instruments and equipment that is equal to	Program	1. All instruments provided by the school exceed the quality generally understood to be that of undamaged "student line" instruments, and thus are appropriate for more advanced student learning and performance. 2. Instruments are provided to develop emerging ensembles and classes, including nontraditional or non-western instruments. These could include many different instruments such as steel	Program	

	at least 5 percent of the current replacement value of the total inventory of instruments and equipment. 4. An annual budget is provided for the replacement of school-owned instruments that is equivalent to at least 5 percent of the current replacement value of the total inventory of instruments. The school program has a written depreciation and replacement	drums, iPads, West-African drums, and Chinese <i>erhu</i> s.	
	depreciation and replacement plan for all instruments, specifically describing under what conditions instruments should be retired and replaced. 5. All instruments supplied by the school are of a quality generally understood to be that of undamaged "student line" instruments, and thus are appropriate for student learning and performance.		
Accessories	1. If a music task cannot be performed by students with special needs exactly as it would be by other students, adaptation is provided so that students with special needs can participate insofar as possible. 2. Teachers have easy access to email, online storage, a school-sanctioned web portal and other online services for professional and curricular	1. Equipment is provided that keeps pace with changing technologies and needs. In particular, supportive technology is provided to enhance student learning.	

	development, research, and other communications needs. 3. The school program has a written depreciation and replacement plan for equipment.				
Content	Specific to grade level or strand		Specific to grade level or strand		
Technology	1. Every room in which music is taught is equipped with a high-quality sound and video reproduction system capable of using current recording technology. At least some of the audio equipment can be operated by students. Every teacher has convenient access to sound recordings representing a wide variety of music styles and cultures.		1. Teachers have quality projectors and/or interactive boards, and other technologies consistent with the tools provided for other core academic content area classrooms.		
Facilities	-	-1 1.0			
	Basic	Check if Present	Quality	Check if Present	Notes
		for your		for your	
		Program		Program	
	Spaces used for music instruction are adequate in size to accommodate the largest group taught, and have: * Appropriate acoustical properties. Each room is acoustically isolated from by an acoustical barrier or wall		1. Separate spaces are provided for music instruction and music performance. Performance venues are adequate to accommodate the largest group taught and have appropriate properties of acoustics, lighting, secure storage, and sound.		

more.	seating for the entire school	
* Appropriate lighting and ventilation: Lighting and	population. 3. Individual areas, with access	
ventilation. Lighting and	to recording equipment, are	
exceed Noise Criterion levels	provided for the purpose of	
of 20 for auditoria or other	student assessment.	
rooms designated for	4. Students have access to high-	
performances, and 30 for	quality performance venues at	
classrooms, rehearsal rooms,	least once a year to enable them	
and practice rooms or studios.	to present academic	
	accomplishments to the public.	