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# Dance Reflection Tool

## *Elementary Level*

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The goal of the Arts Education Reflection Tool is to provide a guide for principals, school teams, arts and cultural organizations, teachers, teaching artists, and researchers to assess the quality of the delivery of arts education to students, grades PreK-12.

This tool evaluates four essential elements of high quality arts education.

### Organization of the Reflection Tool:

<b>Organizational Practice:</b> <ul style="list-style-type: none"><li>■ School Environment</li><li>■ Physical Resources/Space</li><li>■ Staff/Instructional Time</li><li>■ Teacher Support</li><li>■ Arts Data Use</li></ul>	<b>Instructional Practice:</b> <ul style="list-style-type: none"><li>■ Curriculum</li><li>■ Teaching and Learning</li></ul>
<b>Student Outcomes:</b> <ul style="list-style-type: none"><li>■ Student Engagement</li><li>■ Demonstrated Arts Skills, Knowledge and Understanding</li></ul>	<b>Arts and Cultural Service Providers:</b> <ul style="list-style-type: none"><li>■ In-School Residencies</li><li>■ Exhibitions &amp; Performances</li></ul>



### How to Use This Reflection Tool:

If you are:	Purpose:	Use this part(s) of the tool:	When:
A principal	Overall assessment of School arts program	<b>Organizational Practice; Student Outcomes; Instructional Practice; Arts &amp; Cultural Services Provider</b>	Periodically/over time
A principal & School Team	Overall assessment of School arts program	<b>Organizational Practice; Student Outcomes; Instructional Practice; Arts &amp; Cultural Services Provider</b>	Periodically/over time
A principal	Professional development	<b>Instructional Practice; Student Outcomes</b>	As areas of student need are identified; teachers collaborate in professional learning communities to address need
A principal	Feedback for Arts teacher	<b>Instructional Practice; Student Outcomes</b>	Periodically
A principal	Feedback for Arts partnership	<b>Instructional Practice; Student Outcomes; Arts &amp; Cultural Services Provider</b>	During or after a residency/program
An arts & cultural services provider	Feedback for Teaching artist	<b>Instructional Practice; Student Outcomes; Arts &amp; Cultural Services Provider</b>	Periodically during residency
An arts & cultural services provider	Assessment of Residency/Program/Visit(s) to Exhibit(s) or Performance(s)	<b>Arts &amp; Cultural Services Provider</b>	During or after a residency/program
A teacher	Self reflection on teaching practice	<b>Instructional Practice; Student Outcomes</b>	Periodically/overtime
A teacher & teaching artist	Reflection on collaborative classroom practice	<b>Instructional Practice; Student Outcomes</b>	Before/during/after a residency/program
A teaching artist from an arts & cultural provider	Self reflection on teaching practice	<b>Instructional Practice; Arts &amp; Cultural Services Provider; Student Outcomes</b>	Periodically/overtime

# Arts Education Reflection Tool: Criteria and Scale



The observer is asked to use the criteria with the associated scale (below) for each component as a guideline for assessing strengths and areas in need of improvement.

## Reflection Scale:

Yes	Yes, But	No, But	No
(Strong Evidence)	(Some Evidence)	(Little Evidence)	(No Evidence)
(to a great degree)	(to a moderate degree)	(to some degree)	(to a slight degree)

Additionally, there are comment fields for specific notes and reflections as well as writing space to record evidence.

# Element I: Organizational Practice/School Wide



**Legend:**

- **Y=Yes**
- **YB=Yes/But**
- **NB=No/But**
- **N=No**

**School Environment: The arts program is supported by the school's administration and contributes to a healthy school climate.**

	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
■ There is a culture of mutual respect for the arts and arts teachers among all members of the school community.				
■ The arts and arts teachers are viewed as an integral part of the school community.				
■ Student work is current and displayed/performed appropriately and in various stages.				
■ The school has assigned an arts education liaison.				
■ An arts educator is part of school leadership team.				
■ School allocates the appropriate amount of personnel to provide sequential arts education instruction for all students.				
■ School allocates the appropriate amount of financial resources (OTPS) to provide sequential arts education instruction for all students.				
■ School schedule allows for instructional time for arts teachers, arts partnerships and/or classroom teachers to deliver high quality arts education and the State required instructional hours for students. (see page 26)				
■ The school encourages parents to be involved in school arts programs.				
■ Students, teachers, and other staff attend arts performances to support students.				
■ School offers after-school programs in the arts that are; (1) an extension of arts learning during the day. (2) provided by in-school arts teachers alone or with the support of arts and cultural organizations				



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**Legend:**

- **Y=Yes**
- **YB=Yes/But**
- **NB=No/But**
- **N=No**

**Physical Resources/Space: There are dedicated arts studios/classrooms that are appropriately equipped and maintained for arts instruction and equipment and instruments are appropriate and in good condition.**

	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
■ All arts rooms are arranged to facilitate learning, well-stocked with supplies, and outfitted with storage				
■ All arts rooms have libraries and technological resources				
■ Dedicated classrooms for each of the arts disciplines exist and are appropriately equipped				
■ Equipment, instruments, tools, and materials are neatly labeled and stored; and available to all students				
■ Accommodations are made for students with special needs				
■ Custodians are involved in maintaining rooms and supporting the arts				

**Dance**

	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
■ Floor is a clean, sprung hardwood or semi-sprung composite surface floor				
■ Space is open and clear				
■ Room has ventilation/heating system				
■ There is a changing room/area				
■ Audio equipment is available				
■ Mirror and dance barres are in place				
■ Teacher has access to VCR/DVD monitor				
■ Computer and dance instructional software available				





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**Legend:**

- **Y=Yes**
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- **NB=No/But**
- **N=No**

**Staffing and Instructional Time – Grades K-6: The arts program has an appropriate number of staff to ensure that all students are receiving the required instructional time as outlined by the NYSED. To see these requirements, please refer to page 26.**

	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
<ul style="list-style-type: none"> <li>■ Teachers and arts &amp; cultural service providers are assigned so that school is able to offer sequential arts instruction* in all four arts disciplines for all students. *Sequential arts instruction: instruction that builds upon prior learning such that students' skills, knowledge and understanding in an art form increase from year to year.</li> </ul>				
<ul style="list-style-type: none"> <li>■ All students receive arts instruction in all of the four arts disciplines.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Instructional time for all students meets state mandates for arts education at the appropriate grade level.</li> </ul>				

**Teacher Support: Teachers are provided with adequate professional development opportunities and planning time.**

	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
<ul style="list-style-type: none"> <li>■ All arts teachers attend Blueprint-based training throughout the year offered by the OASP, SSO, cultural partners or institutions of higher education.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Non-arts teachers are provided with opportunities for planning time to work with arts teachers and cultural partners to create interdisciplinary connections.</li> </ul>				
<ul style="list-style-type: none"> <li>■ School schedule allows for sufficient planning time for arts teachers, classroom teachers, and arts partnerships.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Whenever possible teachers, including arts teachers, are provided with common prep periods.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Non-arts teachers are provided with opportunities to work with arts teachers and cultural organizations to create interdisciplinary connections.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Professional development in the arts is made available to non-arts teachers.</li> </ul>				

**Arts Data Use: The school uses data to inform planning and setting goals for instruction, professional development, and progress.**

	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
<ul style="list-style-type: none"> <li>■ School consistently uses Arts Education Survey and Annual Arts in Schools Report to evaluate current year and plan for the following year.</li> </ul>				
<ul style="list-style-type: none"> <li>■ School consistently reflects upon references to the school's arts programs in the Quality Review, and at the middle and high school level, responses to arts questions on the parent, teacher, and /or student Learning Environment Surveys.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Teachers know where to find informational resources and how to use arts data to evaluate and identify needs.</li> </ul>				



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# Element II: Student Outcomes



**Legend:**

- **Y=Yes**
- **YB=Yes/But**
- **NB=No/But**
- **N=No**

Student Outcomes: Students demonstrate progress toward meeting Blueprint benchmarks in Dance	Y	YB	NB	N
<b>Students</b>				
■ Understand and can explain what they are learning and the criteria for success.				
■ Identify their next steps in meeting a learning goal.				
■ Demonstrate learning through dancing and dance compositions, accountable talk, portfolios, written work, notebooks/journals, or other similar modes.				
■ Build their capacity in dance making skills and techniques from unit to unit, and from year to year.				
■ Show evidence of progress through performances and/or portfolios with content for the age appropriate Blueprint benchmark level.				
■ Respond to and discuss professional works of dance and the dances of their peers using age-appropriate dance concepts and vocabulary.				
■ Actively explore (experiment/take risks) in Dance.				
■ Increase their critical thinking skills as reflected in their writing, class discussion, and the artistic choices made throughout project work.				
■ Increase their communications skills and ability to work cooperatively with others through Dance				
■ Reflect on their progress and can self-assess based on agreed-upon criteria and targets.				
■ Express their understanding of the historical and cultural context of Dance verbally, in writing, and in production/performances/exhibitions.				
■ Demonstrate commitment to time on task, active engagement, and focused attention when working in Dance				
■ Make connections between Dance and their own lives.				
■ Use the vocabulary of Dance in class discussions, rehearsals, self and peer assessment, exhibition text, dance/writing/journals and in other writing.				



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**Instructional Practice:** Arts program employs instructional strategies to ensure that all students are actively engaged in arts learning. There are indicators of quality teaching unique to each art form, in addition to the general indicators of quality teaching and learning. \*

- NOTE: This tool is most helpful in evaluating curriculum and teacher instructional practice when used in periodic observations over time. It can be used as the basis of professional conversation among arts educators as they seek to improve their practice and address student needs and/or with school leaders who wish to support the instructional practice of arts educators both through formal observations and informally.
- Some of the indicators below may be affected by the amount of instructional time provided. For instance, sequentially scaffolded lessons require consistent instruction over time. Please refer to the Arts Education Manual for School Leaders and the Arts Count pages on the arts education website for guidance on NY State requirements and NYC recommendations for instructional time in the arts.

**\*Quality teaching and learning are evident across arts disciplines when:**

- Productive routines are evident.
- Teacher or teaching artist creates and maintains an environment of mutual respect.
- Instructor makes effective use of instructional time.
- All students are engaged in learning.
- Teacher or teaching artist addresses individual learner needs.
- Teacher or teaching artist is designing tasks for individuals, small, and large groups.
- Teacher or teaching artist is responding to students in a meaningful and timely fashion.
- Students are attentive and participating in activities.
- Students are ready to learn.
- Students are familiar with classroom routines.
- Students are employing technology in production of art form.
- Students are presented with choices and creative problem-solving tasks.



**Legend:**

- **Y=Yes**
- **YB=Yes/But**
- **NB=No/But**
- **N=No**

**Curriculum: Arts curriculum is sequential, developmentally appropriate, and includes all five strands of the Blueprint: Arts Making, Arts Literacy, Making Connections, Community and Cultural Resources, and Careers and Lifelong Learning.**

	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
■ There are clearly articulated goals for student learning				
■ There are clearly articulated goals for teachers as well as teaching artists				
■ Units of study are scaffolded and built on prior learning.				
■ Ongoing opportunities for formative assessment include: Teacher descriptive feedback Peer assessment Student self-reflection				
■ Units are linked to the five strands of the Blueprint.				

**Assessment Tools: Teachers use a variety of assessment tools and practices to evaluate student progress toward meeting Blueprint benchmarks.**

	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
■ Teachers use formative assessments* which include teacher and student self/peer assessments to develop and implement units of study *Formative assessments: e.g., individual and collaborative performance tasks, rubrics, checklists, in-progress peer observation and response, peer coaching, group discussion, journals				
■ Teachers share and/or create the assessment rubric with students to define goals and expectations for the class.				
■ Teachers use appropriate summative assessments (e.g. arts production or performance, journal, portfolio, written examination or paper, oral presentation, peer jury, summary self-evaluation, etc.) to evaluate student progress.				





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**Legend:**

- **Y=Yes**
- **YB=Yes/But**
- **NB=No/But**
- **N=No**

**Dance**

Aims/Objectives of Lesson (please check one):

- Dance as performing arts
- Dance as an interdisciplinary component
- Dance as a module of physical education

**If aim/objective is dance as performing arts:**

	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
■ Lessons build sequentially to challenge the student physically, creatively, and aesthetically.				
■ Develops skills in a variety of theatrical dance styles, social and folkdance, creative improvisation, and dance making.				
■ Builds dance literacy and contextual understanding.				

**If aim/objective is dance as an interdisciplinary component:**

	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
■ Lessons both build dance skills and understanding, and relate meaningfully to a subject area.				

**If aim/objective is dance as a module of physical education:**

	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
■ Lesson incorporates any of the following: dance-based workout or jazzercise; aerobic dance forms such as step dance; partnered social dance; traditional folk and ethnic dance; or creative movement.				



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**Legend:**

- **Y=Yes**
- **YB=Yes/But**
- **NB=No/But**
- **N=No**

Classroom Management:				
	Y	YB	NB	N
■ Productive routines are evident including method for taking attendance efficiently.				
■ Students stretch and warm up or complete a “do now” assignment in preparation for the lesson.				
■ Teacher assigns center floor spots for students to sit/stand at the beginning and end of class.				
■ Class structure includes: a) warm/up and/or an opening discussion, b) center floor activity, c) across the floor traveling movement progressions, d) large group, small group or partnered exploration/improvisation and dance-making activity or demonstration and execution of a center-floor combination, e) peer observation/discussion, and f) cool-down and wrap-up.				
Lesson Content				
	Y	YB	NB	N
■ Dance warm up includes sequentially structured exercises to engage the muscles, starting with a smaller range of motion and moving to a larger range of motion. Teacher should be mobile and making corrections around the room.				
■ The dance lesson builds upon movement elements and themes and related thematic content that have been introduced early in the class or unit.				
■ In various dance, improvisation, choreography, dance history, and dance anatomy lessons, students engage in one or more of the following activities: replicate, explore, create, rehearse, observe, discuss, analyze dance.				
■ Students are gathered at the end of class and given either a short sequence to focus and calm them or a guided rest time.				
■ Activities over the course of the year incorporate the use of materials and resources that support the study of dance: music/sound, visual art, props, costumes, technology.				
Student Engagement				
	Y	YB	NB	N
■ Students are focused and actively engaged in individual and group dance tasks.				
■ Students demonstrate willingness to take risks and initiate new lines of dance inquiry.				
■ Students demonstrate understanding of lesson goals and criteria for excellence in dance, and pursue them with energy.				



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# Element IV: Arts & Cultural Service Providers



**Legend:**

- **Y=Yes**
- **YB=Yes/But**
- **NB=No/But**
- **N=No**

In-school Arts Residencies: Connections are made to arts and cultural resources in the community.				
Support	Y	YB	NB	N
■ School has relationship with one or more arts and cultural organizations that collaborate to support and enhance the work being done in both arts and non-arts classrooms.				
■ School supports the program through space, scheduling, funds, arts education liaison, etc.				
■ Partnership is well-managed by both school and arts & cultural service provider(s).				
Planning:	Y	YB	NB	N
■ Arts & cultural service provider(s) is part of the school's overall arts education plan.				
■ School leadership, arts teachers, and other participating teachers are involved in the residency and/or partnership planning.				
■ Prior to partnership(s) between school and arts & cultural service provider(s) planning meetings were held.				
■ School-based staff meets with arts & cultural service providers to do mid-residency evaluation, additional planning and reflection.				
■ Evaluation is part of the implementation process and the program has evolved in response to it.				
Student Learning:	Y	YB	NB	N
■ Goals for students are articulated by the service provider, aligned with the Blueprint, and address the particular needs of the students, teachers, and school community.				
■ Arts & cultural service provider(s) provides expertise in arts discipline(s) and community arts and cultural resources.				
■ Student learning is assessed by the teaching artist(s) in conjunction with school arts staff or classroom teacher(s).				



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**Legend:**

- **Y=Yes**
- **YB=Yes/But**
- **NB=No/But**
- **N=No**

<b>Exhibitions and Performances:</b>	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
■ Preparation for visit includes: establishing the purpose for the visit within context of classroom work; becoming familiar with exhibition or performance using websites; contacting the education department of cultural organization; teacher visiting for a preliminary walk-through if it is a museum or gallery.				
■ Teacher selects components of exhibit or performance that will be discussed ahead of time and prepare students appropriately.				
■ Students understand the purpose of the field trip and visit within the unit of study; images or videos of the performance or exhibition; and facts about the exhibition or performance space.				
■ Students receive support/resource materials prior to the trip, engage in preparatory activities, and reflect on their experiences upon its completion.				
<b>Professional Development</b>	<b>Y</b>	<b>YB</b>	<b>NB</b>	<b>N</b>
■ Arts & cultural service provider offers professional development opportunities for school-based staff and/or parents related to the residency.				
■ Arts and cultural service provider's practice includes ongoing professional development for their own teaching artists.				





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The New York State Education Department's (NYSED) Instructional Requirements for the Arts outline the continuum of educational experiences students need for their academic and social development. All New York City public schools are expected to meet the NYSED Instructional Requirements for the Arts as outlined below. These requirements included in each school's Annual Compliance Review and are an important component of principals' annual performance evaluations. The DOE uses the NYSED Instructional Requirements for the Arts as the foundation for sequential arts education instructional programs because they are developmentally appropriate, and because we know that teaching and learning in these subjects is extremely beneficial for our students.

In the early grades, the study of dance, music, theater, and visual arts enriches student learning across the entire curriculum while developing students' ability to express themselves and build skills and knowledge in a variety of forms. As students move from elementary to middle school, the arts become an important vehicle for self-expression and provides an opportunity for students to focus on a particular art form along with like-minded peers, giving them sense of belonging within the school community. Finally at the high school level, students can pursue the study of a particular art form in greater depth and consider the options available for advanced study, the possibility of a career in New York City's vibrant arts community, and the chance to earn a Regents Diploma with Advanced Designation through the Arts.

### **State & City Requirements and Guidelines**

**PREK-K:** Each such school operating a pre-kindergarten or kindergarten program shall establish and provide an educational program based on and adapted to the ages, interests, and needs of the children. Learning activities in such programs shall include dramatic play, creative art, and music activities.

**GRADES 1-3:** In grades 1 through 3, all students shall receive instruction that is designed to facilitate their attainment of the State elementary learning standards in the arts, including dance, music, theater, and visual arts. Twenty percent of the weekly time spent in school should be allocated to dance, music, theatre, and visual arts. In New York City, this is the equivalent of approximately 186 hours throughout the entire school year equally allocated between dance, music, theater, and visual arts.



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**GRADES 4-6:** In grades 4 through 6, all students shall receive instruction that is designed to facilitate their attainment of the State elementary learning standards in the arts, including dance, music, theater, and visual arts. Ten percent of the weekly time spent in school should be allocated to dance, music, theater, and visual arts. In New York City, this is the equivalent of approximately 93 hours throughout the entire school year equally allocated between dance, music, theater, and visual arts.

**GRADES 7-8:** All students shall be provided instruction designed to enable them to achieve, by the end of grade 8, State intermediate learning standards in the arts, including one-half unit of study in the visual arts, and one half unit of study in music. \*In New York City, one-half unit is the equivalent of approximately 55 hours of instruction by a licensed arts teacher and may be offered in dance, music, theater or visual arts.

**GRADES 9-12:** New York State Graduation requirements for the arts include one unit (one year) in visual arts and/or music, dance, or theater. In New York City, one unit of credit is the equivalent of approximately 108 hours of instruction by a licensed arts teacher.

**Availability of Arts Sequences NYSED Requirement:** High schools have the option of fulfilling the graduation requirement through either 1/2 unit of credit (one semester each) in both visual arts and music, or one unit of credit (one year) in one of the four arts forms.

All public school districts shall offer students the opportunity to complete a three- or five-unit sequence in the arts (art, music, dance or theater).



The New York City Department of Education's Office of Arts and Special Projects would like to thank The Wallace Foundation for their generous support of this Quality Rubric.

The New York City Department of Education's Office of Arts and Special Projects would like to thank all of the individuals and organizations who contributed their ideas and experiences to the Arts Education Quality Rubric. This document was created based on the research and expertise of the New York City Department of Education's Arts Education Task Force comprised of NYCDOE partners and colleagues, along with input from pilot testing of the tool with school principals and arts and cultural organizations.

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Shirley Taylor (Apollo Theater Foundation, Inc.)  
Steve Tennen (Arts Connection)  
Misty Tolle (Carnegie Hall)  
Jama Toung (The Fund for Public Schools)  
Carol Varikos (The New York City Department of Education)  
Joseph P. Versace (Bernstein)  
Meryle Weinstein (New York University)  
Ellen Winn (The Fund for Public Schools)  
George Young (PS 146)

**Pilot Testing Schools**

P.S. 84Q  
P.S. 255K (Barbara Reing School)  
J.H.S. 45X (Thomas C. Giordano)  
Mark Twain Intermediate School for the Gifted and Talented  
William McKinley IS 259K  
Curtis High School  
Edward R. Murrow High School  
Wadleigh Secondary School for the Performing and Visual Arts  
Long Island City High School