



## Quality Indicators: Learning Environment

The following descriptors characterize a quality arts learning environment and are based upon equitable student access to instructional opportunity, teacher quality, rigorous curriculum, sufficient materials and supplies, and appropriate facilities.

### A. Equitable Access with Sufficient Materials, Textbooks and Supplies

- **The arts are core curriculum and instruction.** Access to rigorous arts instruction is the right of all students in a quality education and may not be restricted due to student achievement or behavior.
- **Proper implementation of mainstreaming** by ensuring equitable access to arts instruction for all children (See “Students with Special Needs”)
- **Every student has the materials and supplies** necessary to participate in the learning (See “General Facilities & Materials Setup Checklist”)

### B. Teacher Quality and Rigorous Instruction

- **Use of Elementary Arts Instructional Guide** to plan instruction, which can be found on the following Arts Education Branch web pages:  
Dance - <http://achieve.lausd.net/Page/9095>  
Music - <http://achieve.lausd.net/Page/9273>  
Theatre - <http://achieve.lausd.net/Page/9279>  
Visual Art - <http://achieve.lausd.net/Page/9284>
- **Collaboration and Communication** between all stakeholders
- **Instructional conversations** with all stakeholders at a school site, including special education staff, prior to beginning arts instruction
- **Ongoing communication** between school administrators (or designee), and arts instructors regarding changes in schedule or space, or events that will affect their instruction
- **Classroom teacher participation and collaboration** during all arts lessons and through classroom follow up
- **Opportunities for Elementary Arts Teachers** to meet and talk about their program with the entire school staff at least once each year, and to participate in Back to School Night and/or Open House events each semester

### C. Instructionally Appropriate Facilities

- **Provision for an adequate and safe space**, and consideration of the unique needs of each art form (see “General Facilities & Materials Setup Checklist,” under Specific Equipment, Supplies, Space). Protocol should be developed and followed, if space is shared by other teachers/programs. Adequate notice should be given if regular instructional space will not be available on a given day.
- **Freedom from distraction or interruption** to ensure integrity of arts instruction
- **Assistance in moving furniture** when needed to minimize the physical strain many Elementary Arts Teachers encounter
- **Student nametags** that are safe, durable, and easy to read from a distance
- **Regular access to copy and fax machines and a computer**
- **Chalkboard or dry erase board** in each arts instructional space