

At the OMA Collaborative Meeting on Friday, March 28, 2008, we looked at taking the OMA Program to next level of excellence. With the help of Donn Poll, Principals, Arts Integration Specialists and Teaching Artists engaged in OMA Schools, looked at what the "Gold" Standards of an OMA School should be. Asked in cross-role groupings to brainstorm and dialogue on the top five necessary attributes of an OMA "Gold" School, the following results per group emerged by the end of the meeting. These OMA "Gold" School Standards will help in the creation of assessment tools to aid the continuation and further development of quality integrated arts instruction tied to the state standards, academic achievement, and fidelity to the OMA Model at an OMA School. Thank you to the OMA School Principals, Arts Integrated Specialists and Teaching Artists who entered into such a lively, productive and candid dialogue.

OMA School "Gold" Standards

Define the 5 most important qualities that show an OMA School has reached the "gold" standard

1. Passion
2. Articulation - performances, meetings
3. Collaboration - openness to new ideas, willingness to collaborate
4. Demonstrated learning
5. Community bonding/engagement - student passion

GROUP 1 consisted of the following schools: Howell, Miller, Fruchthendler, Van Buskirk, and Davidson.

1. Funding/Full Implementation
2. Leadership that is clear from Administration/Leadership Time
3. Teacher Participation
4. Student/Classroom centered - standards in curriculum Arts
5. Presentation of the Product of the Process - Data on the artistic achievement as well as the academic achievement.

GROUP 2 consisted of the following schools: Vail M.S., Wakefield M.S., Magee M.S. Rogers and Ochoa.

1. Full implementation
2. Student achievement
3. Collaboration
4. Clear understanding of roles by OMA participants
5. Teacher/principal "buy in"

GROUP 3 consisted of the following schools: Blenman, Corbett, Dietz, and Banks

1. Education for AIS, Principal, teacher & teaching artist about each other's role
2. Fully implemented and full commitment from all involved
3. Communication/collaboration
4. Parent and community involvement
5. Student focus - evidence of student positive change

GROUP 4 consisted of the following schools: Van Horne, Mission View, Pueblo Gardens, and Rose.

1. Adherence to the full implementation OMA model (all aspects! Keep in ratio)
2. AIS power standards by grade level (w/self assessment tools)
3. Strong administrative support
4. Community outreach as a priority
5. School climate - student enthusiasm

GROUP 5 consisted of the following schools: Kellond, Duffy, Lynn/Urquides, and Lineweaver

1. Curriculum integration
2. Full implementation
3. Clearly defined roles, ex: teacher participation
4. Multi-culturalism that builds on the cultures that are already present at the school
5. Collaborations

GROUP 6 consisted of the following schools: Robins, Sewell, Richey, and Wright.

1. Communication outreach and marketing to the community to include the school community, neighborhood, and larger Tucson region.
2. Consistent practice from school to school
3. Full model that includes AIS and 7 teaching artists
4. Engagement of students and teachers
5. Innovative, imaginative, student-centered arts integration lessons
6. Open collaboration with all parties involved (AIS, Artists, classroom teachers, administrators)
7. Clear focus of student achievement through arts integration

GROUP 7 consisted of the following schools: Hudlow, Wrightstown, White, and Miles.

1. Student achievement-benchmarks for specific skills throughout the school year
2. School administration support
3. Collaboration of OMA Team members (Principal, AIS, Artists & Teachers)
4. Participation of classroom teachers: FASI, OMA lessons, extension lessons and planning meetings.
5. Community support - financial and participation (parents & businesses)

GROUP 8 consists of the following schools: Whitmore, Lyons and Lawrence.

1. Connecting curriculum to the Arts
2. Communication/Collaboration/clearly defined goals between components
3. Assessment of student achievement
4. Educating the staff on their roles and the purpose of OMA
5. Parent/Student involvement and participation

GROUP 9 consists of the following schools: Ft. Lowell, Cragin, Reynolds and Hughes.
