

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS

**AN INTRODUCTION TO THE
MUSIC
PROGRAM OF DISTINCTION**

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INTRODUCTION TO THE MIDDLE STATES PROGRAMS OF DISTINCTION

Middle States *Programs of Distinction* recognize outstanding individual programs within MSA accredited and candidate schools and school systems. MSA offers schools and school systems the opportunity to assess the following areas of their curricula for excellence against internationally recognized Standards and Indicators of Quality in each field.

21st Century Skills
Early Childhood Education
Global Literacies
Music
Service Learning
School Counseling
STEM
Visual Arts
World Languages

If a school/system's program demonstrates that it meets the expectations of the Standards and Indicators of Quality at a consistently high level and exhibits the characteristics essential to serving as a high quality exemplar program for other schools, the *Program of Distinction* will be awarded. The expectations for earning recognition as a MSA *Program of Distinction* are very high. As such, a small percentage of programs will be determined eligible to receive the **award**.

Alternatively, schools and school systems can use the MSA *Program of Distinction* process as a tool for **program evaluation** that will yield comprehensive feedback for growth and improvement of the chosen area.

For **award or program evaluation**, the school/system will complete a rigorous self-assessment that is presented in a self study report of the school/system's program. The self-study report is sent to MSA for review and if all is determined to be in order, a specialist visitor or visitors will be assigned to visit the school to validate the program's self assessment and offer feedback. For schools/systems applying for an **award**, the specialist visitor(s) will make a recommendation to award or defer recognition of the program as a MSA *Program of Distinction*. For schools/systems engaging in **program evaluation**, a detailed feedback report including recommendations and resources will be provided to the school/system.

The specialist visits can be scheduled either in conjunction with a Team Visit for accreditation or reaccreditation, or independently at any time during the accreditation period.

Schools and school systems that have engaged in the MSA *Program of Distinction* evaluation process either for the purpose of seeking an award or for conducting a program evaluation have benefitted greatly from the actual experience as well as the outcome of the process. We encourage you to consider either of these approaches for realizing recognition and growth and improvement of your school or school system.

After review of this document, if you are interested in receiving the application for this *Program of Distinction*, please contact your staff liaison/Associate Director or Audra Moyer, amoyer@cess-msa.org.

WHAT IS THE MUSIC PROGRAM OF DISTINCTION?

The Music Program of Distinction is one of a series of Programs of Distinction designed by the Middle States Association Commissions on Elementary and Secondary Schools (MSA-CESS) to recognize exemplary programs in various content and specialty areas. Similar to other MSA Program of Distinctions, the Music Program of Distinction supports and promotes the development of knowledge, experience, and cultural understanding and awareness that goes well beyond local or national boundaries. As the borders of countries become more blurred by the rapidly developing world economy and communication technologies, music remains as an international language and a primary means of self and group expression. As a result, the Music Program of Distinction recognizes those schools where music is seen as an essential component in the social and cultural fiber of all societies now, in the past, and in the future.

The Middle States Association is fully aware of the challenges that schools face in offering a continuum of study in music education and performance and the mistaken view that some schools hold that the arts are a frill in education. The Association also recognizes that support for arts instruction, specifically music, in schools and communities varies widely from school to school and area to area. Some schools offer superb programs that attract a large percentage of the student population. In other schools the programs are weak or they reach only a small number of students. Because it is obviously unreasonable to expect students to meet achievement standards in any discipline, including music, unless they are given sufficient opportunities to learn the skills and knowledge specified, the Middle States Association has developed the Music Program of Distinction to recognize and support those schools that not only meet, but go above and beyond average expectations. The Music Program of Distinction recognizes those schools where students receive outstanding support and are provided with music education and performance programs that are of superior quality, clearly articulated and comprehensive, led by qualified and talented instructors using modern instructional techniques and strategies, and allow all students to develop an appreciation for and an understanding of music as a valuable and expressive art form.

The Music Program of Distinction has been reviewed and endorsed enthusiastically by a number of music educators practicing at all levels in the field, as well as by leaders of professional organizations. Programs achieving the Music Program of Distinction will serve as exemplary models for others to emulate as well as attain highly deserved recognition in the form of external validation. Middle States member schools with quality programs at the elementary, middle, and/or secondary school levels are invited to apply for the Music Program of Distinction. Schools should not hesitate to apply even if they believe they have not yet achieved the described criterion. The self study process and feedback from the Middle States visitor(s) can serve as a valuable program evaluation tool and effective guide toward attaining the Music Program of Distinction in the future.

THE MUSIC PROGRAM OF DISTINCTION CRITERION

Music is an aural art form that satisfies our human need to respond to life experiences through creating, writing or arranging, singing, listening, and/or playing a musical instrument.

The Criterion: *The school reflects a commitment to facilitating and developing the students' acquisition of a deep appreciation for and an understanding of music as an expressive and creative art form and as an essential component of the social and cultural fiber of our society. This commitment is demonstrated by the breadth and depth of the school's music education offerings and the participation by a significant portion of the school's students in these courses and activities. The school's music education and performance program is accepted, understood, and supported by the governance, staff members, parents, students, and the school's community. A quality curriculum and instructional program provided by qualified and musically talented educators using effective and varied educational and co-curricular programs and activities provide students with numerous opportunities to develop and demonstrate their acquired skills, knowledge, and talent. The school's music education and performance program is well defined, vertically articulated, age and grade level appropriate, and supports the development of individual and group performance proficiencies, knowledge, and skills. The music education and performance curriculum encompasses music history, theory and appreciation, the music of various cultures, and the opportunity to perform, arrange, and/or compose music.*

THE INDICATORS OF QUALITY

<i>Vision of the Music Education Program</i>	
MU.1	The school and its music education and performance program reflect a strong commitment to providing all students with access to a balanced, comprehensive, and sequential program of instruction in music, music theory and appreciation, performance opportunities, and skill development that will allow every student to realize her or his maximum musical potential.
MU.2	The school and its music education and performance program reflect a commitment to facilitating and developing the students' skills and their acquisition of a deep appreciation for and an understanding of music as an expressive and creative art form.
MU.3	The school's governance, staff, parents, and broader educational community understand and accept the value and benefits of the study of music and support the school's music education and performance program by providing it with appropriate resources (financial, human, physical, time, etc.).
MU.4	The school and its music instructors maintain a constant focus on the optimal development of the students' knowledge, skills, and talents along with the frequency and breadth of performance opportunities.
MU.5	Evaluations of the music education and performance program are based on the quality and development of the individual student's knowledge, skills, and talents as

	well as the quality of the performance groups.
MU.6	At the successful completion of each music course, the school strives to have students demonstrate that they have developed, or are developing, sufficient knowledge and skills in musical analysis and evaluation that will enable them to pursue and recognize excellence in music and music performance.

<i>School Climate and Organization</i>	
MU.7	The climate and culture of the school and the music that is studied and/or performed demonstrate respect for the cultural and religious differences, backgrounds, and influences of other individuals.
MU.8	The school recognizes the cultural and religious diversity of its student population when scheduling music performances and activities.
MU.9	The school recruits and hires qualified teachers of music who are also accomplished and appropriately trained musicians.
MU.10	The teachers of music are of the necessary number and have the qualifications to achieve the expectations and goals established by the school community.
MU.11	The school's professional development program for music educators provides training in the effective use of research-based instructional and assessment practices.
MU.12	Best practices in music education guide the selection of teaching strategies, learning activities and materials, resources, and assessment.

<i>Curricula for Music Courses and Programs</i>	
MU.13	The curricula for the school's music education and performance programs are clearly defined, approved by the governing body, and consistent with the school's philosophy/mission.
MU.14	The curricula reflect the alignment of teaching strategies, learning activities, instructional support, instructional resources, and the assessment of learning.
MU.15	The curricula are designed to develop the students' skills in musical analysis, evaluation, and synthesis that enable them to recognize and pursue excellence in their own performance(s) and musical experiences while in school and in their future lives.
MU.16	Evaluation of student performance and competence is based on areas of focus as established by external standards of excellence recognized by the profession.
MU.17	External standards of excellence as recognized by the profession provide the basis for determining attainable targets and the basic concepts, skills, and knowledge required for successful completion of each music course at the appropriate grade level(s).
MU.18	The content and delivery of the courses and programs are designed to train and enable students to recognize, know, discuss, use, and demonstrate a variety of appropriate elements and principles of music to produce, review, revise, and/or perform original, standard, and creative musical works and compositions.
MU.19	The curricula include instruction in the use of modern and traditional technologies in creating and performing music.

MU.20	Multiple entry points in the music program are available for students who wish to enter or change the focus of their musical studies and/or skills development.
MU.21	The curricula are designed to promote active involvement of students in both the learning and assessment processes, thus allowing them to take responsibility for their own musical development.
MU.22	The written curricula for all courses within the program have established priorities, objectives, and goals that are based on clearly defined expectations for all students.
MU.23	The curricula include learning and performance experiences that promote critical thinking, reasoning, problem solving, decision-making, and study/practice skills.
MU.24	The learning expectations of the curricula address the diverse learning needs of the students without compromising the common concepts and essential knowledge and skills students are expected to learn.
MU.25	The curriculum within the program(s) offers culminating courses that address a range of student abilities and interests including career-based options.
MU.26	The curricula are well-articulated and coordinated between all teachers at each grade/course level and by teachers across grade /course levels.
MU.27	The school has established and implements a process for the regular and systematic review, revision, and development of the music curricula that includes opportunities for appropriate input by members of the staff, parents, community, and students and ensures that music selected for performances and classroom activities is appropriate in terms of the age and skill level of the performers/students.
MU.28	Decisions made in the review, revision, and development of the curricula are based on data about student performance, knowledge of child development, and research about best practices in curriculum, instruction, and assessment.
MU.29	The written curricula are delivered as approved and written.

<i>Instruction</i>	
MU.30	Instruction in music courses and programs is based on and is designed to achieve recognized external standards of excellence recognized by the profession.
MU.31	Instructional strategies, techniques, and materials are appropriate for the age and knowledge/skill level of the students.
MU.32	Instruction emphasizes the development of the students' knowledge of notation and performance traditions that enable the students to learn new music independently throughout their lives.
MU.33	Individual and group instruction in the classroom and during rehearsals and performances recognize the individual and varied developmental levels and musical abilities of each student.
MU.34	Rote learning/instruction is used only to supplement the development of the students' skills in singing, playing instruments, and/or composing and to enhance the effectiveness of other appropriate instructional strategies.
MU.35	Correction is achieved indirectly through modeling as well as by direct means.

MU.36	The scope and pacing of instruction, lessons, and rehearsals engage the students' interest and provide learning opportunities that challenge but do not tax students' abilities.
MU.37	Class sizes in music classes and rehearsals promote and allow for the development of student proficiency and high quality of performance(s).
MU.38	Technology is used as appropriate and available to enhance teaching and learning.
MU.39	Individual needs are addressed through differentiation, flexible grouping, and additional assistance when needed.
MU.40	Students and teachers demonstrate an understanding of individual and cultural differences by maintaining respect for each other in class.
MU.41	Teachers maintain safe, positive and supportive classroom environments.
MU.42	The school takes advantage of local cultural resources to educate its students and provide performance opportunities for its students.
MU.43	Opportunities for travel and experiences outside the local communities allow for students to experience other cultures and music firsthand.

Assessment of Student Learning

MU.44	The school conducts frequent systematic evaluations of the effectiveness of each program and course through an analysis of factual data developed from the evaluation of the musical knowledge, skills, and performance of the individual students and musical groups based on external standards of excellence and rating systems recognized by the profession for students at the appropriate grade level(s).
MU.45	Multiple measures are used to assess student knowledge, skills, competence, and performance based on external standards of excellence and ratings systems recognized by the profession for students at the appropriate grade level(s).
MU.46	Assessments of student knowledge, skills, competence, and performance mirror instructional tasks as well as evaluate student knowledge and application of musical skills, interpretations, structures, vocabulary, etc.
MU.47	Assessment of student learning and performance is done formally and informally on an ongoing basis.
MU.48	Teachers review collaboratively and discuss evidence of student learning and performance to develop clearer understanding of the quality and rating of student work and performance. This information is used to improve teaching and learning.
MU.49	Students are provided the results of assessments of learning and performance frequently and throughout the school year and in a form that assists them in improving future learning and performance.
MU.50	Students are able to identify, explain, and analyze common themes, forms, and techniques used in music composition and performance.
MU.51	Students are able to apply appropriate vocabulary and terminology when discussing, rehearsing, or analyzing musical works.
MU.52	Students are able to demonstrate knowledge, understanding, and appreciation of the

	historical, cultural, and social context of a variety of musical compositions from various historical eras.
MU.53	Students are familiar with and are able to analyze and evaluate the use of traditional and contemporary technologies in producing or performing music.
MU.54	Students are able to organize, evaluate, and analyze the effects and value of individual and/or group rehearsals and practice sessions.
MU.55	Students are informed in advance about the criteria used to assess learning and performance and are given samples or models typical of targeted levels of learning and performance. Students may participate in the identification of criteria and building of rubrics.

APPLYING FOR THE PROGRAM OF DISTINCTION

QUALIFICATIONS

The following qualifications must be met in order for a School/System to apply for the Program of Distinction:

- The School/System must be accredited by MSA-CESS or be a candidate for accreditation by MSA-CESS.
- If applying for the Program of Distinction independent of a current self-study and accreditation/reaccreditation process, the School/System must:
 - Demonstrate that it meets all of the appropriate Standards for Accreditation at the time of its last evaluation and/or
 - Provide evidence that it has addressed successfully all areas of the Standards identified for improvement through Stipulation or Accreditation Maintenance Reports.
- If applying for the Program of Distinction as a part of a current self-study and accreditation process in preparation for a Team Visit, the School/System will integrate the Program of Distinction application as an additional component of the self-study and Team Visit.

GUIDELINES

The following guidelines are offered to Schools/Systems wishing to apply for the Program of Distinction:

Schools/systems:

- Must be a candidate or accredited member in good standing of MSA-CESS or an Alliance partner.
- Must be willing to accept an on-site Team Visit to validate the Program of Distinction application. If the School/System is seeking the Program of Distinction as a part of a Team Visit or Mid-Term Review, the School/System must be willing to accept at least one additional team member to focus on the Program of Distinction Application.
- Must give MSA-CESS notice of its intention to apply for the Program of Distinction at least six months prior to the date of the expected evaluation visit.
- Must meet all of the appropriate Standards for Accreditation in order to be awarded the Program of Distinction. Schools/Systems that are “Accredited with Stipulations” are eligible for the Program of Distinction.
- May seek the Program of Distinction at any time.
- May seek the Program of Distinction as a program evaluation for an additional fee.

If a Schools/System is receiving a Program of Distinction Visitor as a part of a Team Visit, the Program of Distinction Visitor will integrate his/her activities into the three and one-half-day schedule of the Team Visit. If a School/System is receiving a Program of Distinction Visitor as a part of a Mid-Term Review or independent of any other accreditation activities, the Program of Distinction Visitor(s) will develop a separate schedule of meetings specifically targeted on validation of the findings in the School's/System's Application for the Program of Distinction. This may require an additional day extension to the typical one-day Mid-Term Review.

The decisions that the Visitor will recommend are either to award the Program of Distinction or to deny awarding the Program of Distinction. When the awarding of the Program of Distinction is denied, schools/systems may reapply at a later date by submitting a new Application for the Program of Distinction.

The term/length of time for the award of the Program of Distinction will be made to coincide with the School/System's term of accreditation. When the Program of Distinction has been awarded, it is expected that renewal of the Program of Distinction, if desired, will be tied to the renewal of the School/System's accreditation.

ACTIVITY	DEADLINE FOR SUBMISSION
Submission of the Program of Distinction Commitment Form	At least six months prior to the intended date of visit
Submission of the completed Application for the Program of Distinction	At least two months prior to the date of the intended visit

*Schools/Systems may also complete the application for the purpose of a program evaluation and not for seeking the Program of Distinction. Full details will follow in a separate section.

STEPS TO EARNING AND MAINTAINING THE PROGRAM OF DISTINCTION

- 1) The School/System completes the Program of Distinction application, either as a part of its current self-study process or separately as a "stand-alone" application.
- 2) The School/System submits the Program of Distinction Commitment Form.
- 3) The School/System submits the Application for the Program of Distinction to MSA-CESS along with payment.
- 4) The staff coordinator for the Program of Distinction evaluates the Application to determine how well it meets the Criterion and Indicators of Quality and the school/system's readiness to host the Visitor. The staff coordinator will provide feedback to the school/system and a recommendation regarding whether or not a Visitor should be appointed at this time.

- 5) The Visitor(s) appointed by MSA to evaluate the School/System's application have substantial educational, and/or administrative experience. The number of visitors will vary depending upon the comprehensiveness of the School/System's initiatives in the Program of Distinction area, the size of School/System, etc.
- 6) Upon the completion of the visit, the Visitor submits the Report and a recommendation for award or denial of the Program of Distinction. Upon the receipt of the Visitor's report, the staff Coordinator develops an analysis of the Visitor's report and makes a staff recommendation on the award of the Program of Distinction.
- 7) An MSA Accreditation Advisory Committee reviews the Visitor's report and the School/System's application and determines its recommendation on the award of the Program of Distinction. The Middle States Commissions' Membership and Accreditation Committees review the recommendations of staff and the accreditation advisory committee and make a recommendation to the full Commissions.
- 8) The Commissions make a final decision on the award of the Program of Distinction. MSA determines the term of the Program of Distinction, which will generally coincide with the school's/system's normal accreditation term.
- 9) The school/system ensures that all future accreditation maintenance activities (e.g. Periodic Reviews, Mid-Term Reviews Visits, etc.) will examine progress on recommendations outlined in the school/system's Program of Distinction application and the Visitor's report.

The Middle States Commissions on Elementary and Secondary Schools meet twice a year (typically in April and October) to make accreditation decisions. It is at that time that decisions regarding the award of the Program of Distinction will be made although; the School/System will be informed of the recommendation of the Visitor prior to their departure.

FREQUENTLY ASKED QUESTIONS

Our school does not have performance groups and ensembles as part of its formal curriculum? Is this required?

Because music is an expressive art form, students must have the opportunity to not just learn about music, but they must also have the opportunity to express or demonstrate their music, knowledge, and skills as part of their education or as a culminating experience in the learning process. This is also essential for the establishment and application of accurate and multiple assessment strategies of student knowledge and growth. Therefore, the school should provide a balance in its music education programs. These opportunities may also include organized after school activities, concerts, recitals, etc.

Is it more difficult for an overseas school with a music education and performance program to qualify for this Program of Distinction? Do magnet performing arts schools automatically qualify for this Program of Distinction?

While a number of schools may be able to qualify for the Program of Distinction, it is not automatically conferred to any schools in the United States or abroad. MSA believes strongly that any school deserving of the Program of Distinction should first conduct an evaluation of the Criterion and Indicators that commonly define the MSA Music Program of Distinction and fully complete the application process and reviewer(s) visit as outlined in the Music Program of Distinction Application. A final decision regarding the awarding of the Music Program of Distinction is done by the Middle States Association Commission on Secondary Schools and is based on the information contained in the school's application, the findings of the onsite visitor, and the recommendations of the advisory committees.

Our music education and performance program does not have a formal or standardized assessment program. How can we show trends in student performance?

Although it is of primary importance to have a picture of student performance against recognized music education and performance standards, the program may be able to document student results in other ways if state, national, and/or international standards and/or tests are not available. For example, exams that assess knowledge, music theory, music performance, and music appreciation at the appropriate grade and difficulty levels could be valid measures. However, the exams must be consistent and parallel acceptable standards and expectations. When conducting or developing any type of assessment that will measure student performance trends, it is important to know and establish the criteria that determines whether students meet, exceed or do not meet expectations of the course, grade level or program and that these expectations are clearly identified and maintained throughout the evaluation process.

Do all curriculum guides in the program have to be up to date?

Ideally, curriculum guides should be the "guide" for current best practices in music education and performance programs and therefore should be revised or rewritten in a timely manner. However, the review cycles for the curriculum and performance materials do not always allow for every guide in a program to be perfectly updated. In this case, three factors will determine eligibility for the Music Program of Distinction:

1. There is ample evidence that the guides reflect the goals and purpose of the current program and support and reflect the school's mission and belief statements.
2. A plan for how the guides will be revised or rewritten and a scheduled review cycle are in place.
3. There is ample evidence that the instructional and performance materials and the instructional strategies and techniques being employed reflect current external guides and standards that are recognized by the profession for students at the appropriate grade level(s).

Do all teachers in the program have to be certificated?

Because many music education and performance programs include the tutoring and instruction of individual students, and as teacher turn over to some degree is a natural process for all schools and a particular area of concern for many, it is understood that all teachers involved in all the school's programs may not be certified music instructors. However, all music instructors should be able to demonstrate advanced competencies and knowledge in their instructional area(s) that allow them to model and demonstrate the skills, techniques, and information that they present to their students. It would be expected that the mentoring of new teachers and professional development for all music teachers are systematic and consistent with program expectations and goals.

USING THE APPLICATION FOR A PROGRAM EVALUATION

The following guidelines are offered to schools wishing to use the Program of Distinction ONLY as a Program Evaluation tool:

- Schools/Systems may seek the Program of Distinction as a program evaluation tool at any time.
- Schools/Systems seeking to use the Program of Distinction as a formal program evaluation tool must be willing to accept an onsite visit to validate the findings of the self-study. If the school/system is seeking the program evaluation as a part of a team visit or Mid-Term review, the School/System must be willing to accept at least one additional team member to focus on the components of the program.
- If a school is receiving a Visitor as a part of a team visit, the Visitor shall integrate his/her activities into the 3 and ½ day schedule of the team. If a school is receiving a Visitor as a part of a Mid-Term Review or independent of any other accreditation activities, the Visitor shall develop a separate schedule of meetings specifically targeted on validation of the findings in the school’s self-study of the program. This may require an additional day extension to the typical one-day Mid-Term Review.
- Schools must give MSA-CESS notice of its intention to apply for the Program Evaluation at least six months prior to the date of the expected evaluation visit.
- Schools seeking a Program Evaluation independent of any other MSA-CESS accreditation activities shall adhere to the following timelines:

ACTIVITY	DEADLINE FOR SUBMISSION
Submission of the Program of Distinction/Evaluation Commitment Form	At least six months prior to the intended date of visit
Submission of the completed Application for the Program of Distinction/Evaluation	At least two months prior to the date of the intended visit

PREPARING FOR AND HOSTING THE VISITOR(S)

When the school's application has been received and reviewed by the Middle States staff, a visitor(s) will be assigned, and the length of the visit will be determined based upon the size and scope of the school's Music Education and Performance Program and the type of visit. The visit may be arranged as a "stand alone" or in conjunction with a regularly scheduled accreditation visit. The visitor(s) will contact the school to arrange the details. The purpose of the visit will be to validate the school's application, ascertain the quality of the program vis à vis the Criterion and Indicators of Quality, and present a formal report of the findings to the school and to the Middle States Association. The formal report of the findings for a program evaluation will be presented to the school only. A schedule will be developed by the visitor(s) and the music liaison for the school that will include interviews, classroom observations, and review of materials and documents.

INTERVIEWS AND FOCUS GROUPS

The Music Program of Distinction/Program Evaluation Visitor(s) will probably request to meet with the following individuals and groups:

- Board Member(s)
- Superintendent of Schools
- Director of Curriculum
- The Head(s) of School
- The Head(s) of the Music Education and Performance Program
- Music Steering Committee
- Music Education and Performance Program Staff Members
- Guidance Counselors
- Technology Staff
- Students
- Parents
- Community members, representatives from partnerships, consultants and other stakeholders as appropriate

CLASSROOM OBSERVATIONS

Observations should be arranged so that the visitor(s) see as many of the program's classes and rehearsals as possible in the time allotted. If a district is applying for more than one school, all schools being considered will be visited.

MATERIALS AND DOCUMENTS FOR REVIEW

It is recommended that the school have available a variety of evidence in support of its self study and application for the Music Program of Distinction. Online documents and electronic versions including CDs and videos are welcome. The suggestions below offer a wide range of evidence that the school could provide for the visitor(s)' review during the visit:

- Music curriculum guides and/or course outlines
- Program of Study (course offerings and descriptions)
- Sample units and/or lesson plans if not included in curriculum guides
- Samples of instructional assessment materials and assessment tools and/or criteria/standards
- Copies of programs from past performances
- Student performance results and samples (should include recorded samples of student performances)
- Documentation of partnerships, e.g., university collaborations, "sister school" relationships, and community connections for performances
- Documentation of field trips and extended travel opportunities the school offers to music performing groups and individuals
- Documentation of co-curricular activities and events that celebrate and promote the school's music program and music students
- Documentation of the communication of the goals, value and benefits of the music education and performance program within the school, to parents, and to the community
- Budget demonstrating resource allocations to the music education and performance program
- Goals of the program and any short and/or long range plans that have been developed or are currently being developed to attain them
- Documentation of recognition, grants and/or scholarships the program, staff and/or students have been awarded in music
- Documentation of adjudication results, e.g., performance in regional, state, national and/or international contests and competitions

FEEDBACK FROM THE VISITORS

At the conclusion of the visit, the Music Program of Distinction Visitor(s) will meet with the Head of School and Head of the Music Education and Performance Program or other key personnel as appropriate to offer feedback on the interviews, classroom observations, and review of materials and documents. A report of the visit that includes the Visitor(s)' observations and findings will be forwarded to the Head of School within two months. If the

school is seeking the Music Program of Distinction, the award will be officially conferred after review of the report and approval of the recommendation by the accreditation advisory committees and the MSA Commissions on Elementary and Secondary Schools.