

OMA Start-Up Process

1. Principal contacts Fine Arts/OMA for initial meeting to discuss what commitment is needed from the school.
2. Principal and selected personnel visit an OMA school.
3. Fine Arts/OMA presents Professional Development session to discuss OMA model, commitment, research, unique situations within the school.
4. School submits work plan including number of classrooms per grade level, names of teachers, number of students (average) in each class. Team selected to attend FASI.
5. Arts Integration Specialist (AIS) is hired and assigned a classroom, and school team jointly attends training institute and begins collaborative planning.
6. OMA is implemented Year 1 in the school with AIS. Opportunity to meet regularly with grade level teams is established. OMA equipment (Orff instruments, stereo, classroom instruments, SmartBoard) is ordered and installed.
7. Community support allies engage in OMA community networks.
8. Meetings
 - a. AIS attends quarterly OMA AIS meetings.
 - b. Principal attends quarterly OMA Principal meetings.
 - c. AIS, Principal attend biannual collaborative meetings.
 - d. AIS attends mentoring grade-level meetings.
9. Observations of AIS occur throughout the year by Principal and Fine Arts/OMA Director and assigned mentor. Sample OMA lesson plans are submitted electronically on a quarterly basis to Fine Arts/OMA.
10. Fine Arts/OMA Director talks regularly with principal to answer questions about the OMA model. This may lead to another Professional Development with Fine Arts/OMA Director and school staff.
11. Band/Orchestra itinerant teachers' schedules are reviewed by Fine Arts/OMA Director to develop capacity to provide all 4th and 5th grade students with instrumental music.
12. A returning or new school team attends the training institute.