

Arts Enhancement Professional Learning Rubric

	Developing	Developed	Highly Developed	
Standards & Learning Objectives	The facilitator provides introductory information about arts-based strategies. Participants receive minimal information on how to address academic content area standards and learning objectives. The facilitator may do the following: • <u>Provides information</u> about some arts-based strategies without addressing academic content area standards and learning objectives.	The facilitator models and provides guidance about addressing academic content area standards and learning objectives through arts-based strategies. The facilitator does all of the following: • <u>Models</u> a variety of arts-based strategies to support academic content area learning. • <u>Provides guidance</u> about how to address academic content area standards through arts-based learning strategies.	The facilitator builds participants' depth of knowledge and ownership of using arts-based strategies to address academic content standards and learning objectives. The facilitator meets all criteria for <i>Developed</i> and <u>at least one</u> of the following: • <u>Provides arts enhancement resources</u> that enhance participants' ability to address a variety of academic content area standards using arts-based strategies.	Select the level that best fits your organization. ☐ Developing ☐ Developed ☐ Highly Developed ☐ Outside of Scope

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	• <u>References academic content area standards</u> without guidance about when or how to incorporate arts-based strategies.	• <u>Maintains</u> a focus on addressing academic content area standards while facilitating the practical application of arts-based strategies.	• <u>Creates opportunities for participants to generate ideas</u> about incorporating arts-based strategies to address academic content area standards. • <u>Offers access to personalized coaching</u> to facilitate how participants enhance academic content lessons with specific arts-based strategies.	

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Planning	The facilitator provides some resources for participants to reference while planning arts enhancement lessons. The facilitator may do the following: • <u>Provides one or more sample lesson plans</u> in an academic content area. The lesson plan(s) address general academic content concepts rather than targeting concepts specific to the academic content area's instructional guidelines.	The facilitator models planning procedures and provides resources for participants to use in their own planning. The facilitator does all of the following: • <u>Describes and models how to plan learning activities</u> for specific topics in academic content areas that incorporate flexible arts-based strategies and address academic content area standards.	The facilitator builds participants' capacity for arts enhancement planning processes through explicit examples, guided practice, and tailored feedback. The facilitator meets all criteria for <i>Developed</i> and <u>at least one</u> of the following: • <u>Provides additional resources and/or ongoing training</u> that address how to plan arts enhancement lessons for a range of topics within academic content areas.	Select the level that best fits your organization. ☐ Developing ☐ Developed ☐ Highly Developed ☐ Outside of Scope

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	• <u>Offers general recommendations</u> for planning arts enhancement lessons without specific guidance or resources for participants to utilize in their ongoing lesson planning¹.	• <u>Guides participants on how to use planning resources</u> and documents, such as checklists and lesson plan templates, for participants to use as they plan their own arts enhancement lessons.	• <u>Offers access to personalized coaching</u> to assist participants with planning arts enhancement lessons.	

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Instruction	The facilitator models some learning activities that incorporate arts-based strategies in an academic content area. The facilitator may do the following: • <u>Provides one or more arts-based learning activities</u> with minimal guidance for participants about how to adapt the activity across a range of academic content areas or topics.	The facilitator models how to incorporate flexible arts-based strategies to support academic content learning. The facilitator does all of the following: • <u>Models lessons and learning activities</u> that highlight how to apply arts-based strategies to directly address a range of academic content areatopics.	The facilitator builds participants' capacity to deliver flexible arts-based strategies to address academic content learning. The facilitator meets all criteria for <i>Developed</i> and <u>at least one</u> of the following: • <u>Offers participants ongoing assistance</u> and opportunities to reflect on their delivery of arts-enhanced instruction through personalized coaching.	Select the level that best fits your organization. ☐ Developing ☐ Developed ☐ Highly Developed ☐ Outside of Scope

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	• <u>Demonstrates arts content learning</u> with little emphasis on addressing academic content area topics.	• <u>Provides a comprehensive resource</u> of flexible arts-based strategies that can be applied and/or adapted to a variety of topics in academic content areas.	• <u>Provides explicit guidance</u> for academic content teachers about how to engage or partner with their schools' arts educator(s) to develop additional arts-based strategies.	

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Assessment	The facilitator provides some information about how to gather evidence of student learning during arts enhanced lessons. The facilitator may do the following: • <u>Provides minimal emphasis on assessment</u> as an essential element of arts-enhanced lessons. • <u>Provides minimal academic content area assessment resources</u> that may not incorporate arts-based strategies or arts content skills.	The facilitator emphasizes and models the use of flexible arts-based strategies to assess academic content area standards and learning objectives. The facilitator does all of the following: • <u>Describes and models specific arts techniques and skills</u> that participants may employ to assess academic content area learning.	The facilitator builds participants' capacity to use flexible arts-based strategies and to gather evidence about student learning in the academic content area. The facilitator meets all criteria for <i>Developed</i> and <u>at least one</u> of the following: • <u>Offers participants opportunities to refine arts-enhanced assessments</u> and to reflect on assessment data through personalized coaching.	Select the level that best fits your organization. ☐ Developing ☐ Developed ☐ Highly Developed ☐ Outside of Scope

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		Provides <u>specific guidance</u> to show participants how to use arts-based assessment resources across a range of academic content area topics.	Provides <u>sample arts-based assessment resources</u> that are relevant to and adaptable across a range of academic content area topics.	

¹ A facilitator may use the book *Math Curse* to model a reader's theatre in a 6th-grade mathematics class. While this is using an art-based strategy, this alone does not address the 6th-grade mathematics standards.

Arts Enhancement Rubric Reflection

Standards & Learning Objectives

Which level did your organization identify for this category?

Take notes about your discussion. Provide insight into what led you to select your level.

Arts Enhancement Rubric Reflection

Planning

Which level did your organization identify for this category?

Take notes about your discussion. Provide insight into what led you to select your level.

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Instruction

Which level did your organization identify for this category?

Take notes about your discussion. Provide insight into what led you to select your level.

Arts Enhancement Rubric Reflection

Assessment

Which level did your organization identify for this category?

Take notes about your discussion. Provide insight into what led you to select your level.