

Arts Integration Professional Learning Rubric

	Developing	Developed	Highly Developed	
Standards & Learning Objectives	The facilitator provides introductory information about arts and academic content standards. The facilitator may do the following: • <u>Provides some information</u> about how arts standards may relate to and enhance academic content area standards and learning objectives. • <u>Describes how to find arts standards</u> from reputable national and state organizations.	The facilitator identifies and applies arts and academic content standards to a variety of learning experiences. The facilitator does all of the following: • <u>Describes and models how to identify</u> SCCCR anchor standards, benchmarks, and indicators across all arts areas. • <u>Describes and models how to select</u> arts standards that relate to and enhance academic content area standards in a variety of learning contexts. • <u>Provides resources to guide participants' selection</u> of standards to address students' arts and academic content knowledge.	The facilitator builds participants' capacity to select arts and academic content standards that are specific and relevant to students' learning. The facilitator meets all criteria for <i>Developed</i> and <u>at least one</u> of the following: • <u>Offers support and strategies</u> to participants about the ongoing incorporation of both arts and academic content standards to enhance students' content knowledge. • <u>Provides comprehensive resources</u> and additional materials to guide participants' understanding of how to select and incorporate developmentally appropriate standards that build students' proficiency in arts and academic content learning areas.	Select the level that best fits your organization. ☐ Developing ☐ Developed ☐ Highly Developed ☐ Outside of Scope

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Planning	The facilitator provides some resources for participants to reference while planning arts integration lessons. The facilitator may do the following: • <u>Provides one or more sample arts integration lessons</u> in academic content areas but which may not address a range of topics. • <u>Provides general advice or planning resources</u> with minimal guidance for participants to utilize in their ongoing lesson planning.	The facilitator models planning procedures and provides resources for participants to use while planning arts integration lessons. The facilitator does all of the following: • <u>Describes and models how to plan arts integration lessons</u> that address arts and academic content standards in equal measure. • <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 integration lessons.	The facilitator builds participants' ability to plan comprehensive arts integration lessons 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 integration lessons that incorporate a range of arts and academic content skills and learning objectives. • <u>Offers access to personalized coaching</u> to assist academic content teachers with planning arts integration lessons.	Select the level that best fits your organization. ☐ Developing ☐ Developed ☐ Highly Developed ☐ Outside of Scope

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Instruction	The facilitator models some arts integration activities that incorporate arts and academic content. The facilitator may do the following: • <u>Provides individual arts integration activities</u> limited to specific arts and/or academic content topics. • <u>Provides information about using arts and academic content instructional strategies</u> with minimal guidance for participants about how to adapt the activity across a range of arts and academic content areas or topics.	The facilitator models how to use instructional strategies to support and address both arts and academic content learning. The facilitator does all of the following: • <u>Describes and models arts and academic content instructional strategies that can be used together to address a variety of arts and academic content skills and learning objectives.</u> • Provides participants with resources that include arts-based strategies, arts terms, and key arts concepts designed to grow academic content teachers' understanding of arts learning.	The facilitator builds participants' capacity to implement instructional strategies that support both arts and academic content skills and learning objectives to foster arts integration. The facilitator meets all criteria for <i>Developed</i> and <u>at least one</u> of the following: • <u>Provides creative ideas and strategies</u> specifically designed to encourage academic content teachers to co-teach arts integration lessons with school-based arts teachers. • <u>Offers participants ongoing assistance</u> and opportunities to reflect on their implementation of arts integration instruction through personalized coaching.	Select the level that best fits your organization. ☐ Developing ☐ Developed ☐ Highly Developed ☐ Outside of Scope

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Assessment	The facilitator provides some information about how to gather evidence of student learning during arts integration lessons. The facilitator may do the following: • <u>Provides minimal emphasis on assessment</u> as an essential element of arts integration lessons. • <u>Provides one or more examples of arts learning assessment</u> strategies or resources. • <u>Provides general information about the importance of assessing</u> both arts and academic content learning but may not provide specific information about integrating arts assessment in academic content areas.	The facilitator emphasizes and models how to assess student learning by integrating both arts and academic content area assessment strategies. The facilitator does all of the following: • <u>Describes and models specific assessment tools</u> that participants may employ to evaluate learning in a variety of arts and academic content areas. • <u>Provides specific guidance</u> to show participants how to use arts and academic content standards-based assessments to measure student learning in both areas.	The facilitator builds participants' capacity to assess learning and gather evidence of student learning in the arts and academic content areas. 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 integration assessments</u> and to reflect on assessment data through personalized coaching. • <u>Provides sample arts integration assessment resources</u> that are relevant to and adaptable across a range of arts and academic content area topics. • <u>Provides prompts and strategies</u> specifically designed to encourage academic content area teachers to collaborate with arts teachers about students' arts learning in academic content area settings.	Select the level that best fits your organization. ☐ Developing ☐ Developed ☐ Highly Developed ☐ Outside of Scope

Arts Integration 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 Integration 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.

Arts Integration Rubric Reflection

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 Integration 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.