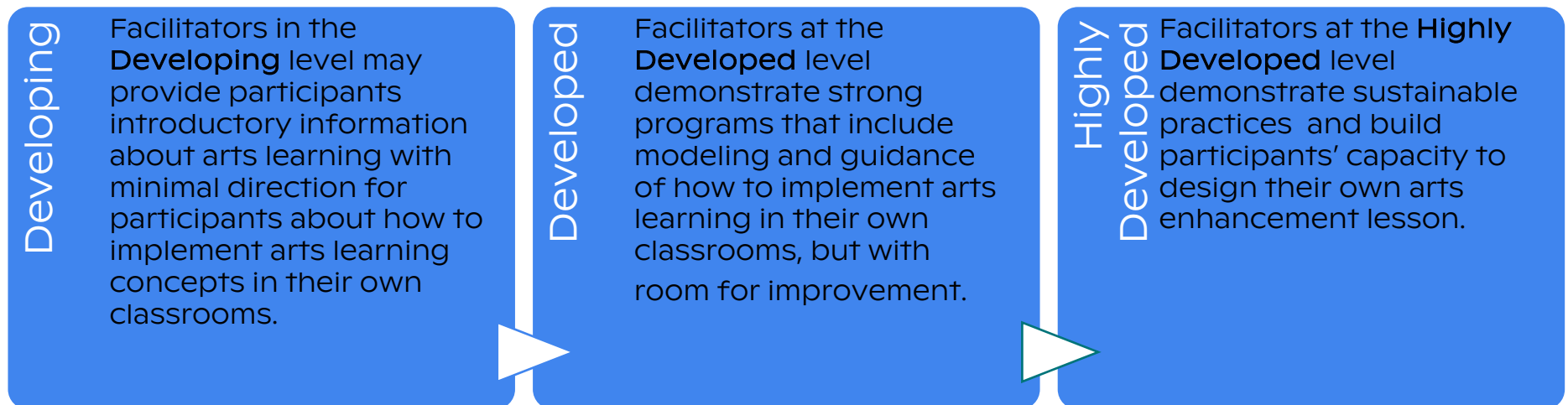


Arts Learning Professional Learning Facilitator Self-Assessment Tool

This guided self-assessment tool was designed to help you determine your organization's alignment with best practices and shared definitions of learning in and through the arts. This includes your organization's approach to delivering high-quality arts enhancement and integration training and support to educators throughout South Carolina. This tool should be used *formatively* to guide your organization's work. This tool is designed to assist professional learning facilitators (referred to as "facilitators" in the rubrics) with self-reflection at the organizational level and is not appropriate for evaluating individual workshops, resources, or employees. The three levels outlined in this document are broadly defined as follows:



Note: The Arts Learning Tool Reflection document includes another option in addition to the levels outlined above: **Outside of Scope**. Only select this option if the activities described in a certain rubric category are completely outside the scope of your organization's work.

The intent of the guided self-assessment tool is not to create a hierarchy between arts enhancement and arts integration but to assist your organization as it develops and delivers high-quality content to support the arts in education. The following table outlines the three levels across both arts enhancement and arts integration.

	Developing	Developed	Highly Developed
Arts Enhancement	The facilitator provides introductory arts enhancement concepts and resources to participants. Participants receive little guidance about how to apply those concepts or resources across academic content area topics.	The facilitator models a variety of arts-based strategies and learning activities. The facilitator guides participants on the use of arts enhancement resources in their classrooms.	The facilitator uses arts-based strategies and learning activities to enhance participants' deep understanding and application of arts enhancement concepts in their own classrooms. The facilitator offers ongoing support to guide participants' development of arts enhancement lessons across academic content area content topics.

	Developing	Developed	Highly Developed
Arts Integration	The facilitator provides introductory arts integration information and resources to participants. Participants receive little guidance about how to apply arts integration information in their classrooms	The facilitator models the application of both arts and academic content standards and provides resources for participants to use as they implement arts integration learning in their classrooms.	The facilitator uses the application of arts integration concepts in depth and offers resources and strategies tailored to academic content teachers' collaboration with school-based arts teachers. The facilitator offers ongoing support to build participants' sustainable arts integration practices.

Using the Guided Self-Assessment Tool

Read the following instructions carefully as you work with your team to select the appropriate rubric for your organization. Then, use the selected rubric to reflect on your organization's current level of practice. Finally, use what you've learned to identify areas of strength and development.



① Choose the appropriate rubric for your organization

Your organization's focus may include:

- arts enhancement

- arts integration

- elements of both

Review the criteria in the chart on page 2 for both arts enhancement and arts integration, and use them to select the rubric that aligns **most closely** with your organization's mission and services.

② Determine your organization's level in each category

Each rubric includes four [categories](#):

- ① Standards & Learning Objectives
- ② Planning
- ③ Instruction
- ④ Assessment

Consider how well your organization meets the criteria.

[All criteria](#) within a level must be satisfied.

Consult the [Arts Learning Tool Glossary](#) if you need further clarification on the rubric's terms.

[For example](#), a partner who meets 1 of the *Developed* criteria from the Planning category but does not meet the other *Developed* criteria from that category would align with the *Developing* level for Planning.

③ Identify areas of strength and areas of development

After assessing each category in your chosen rubric, work with your team to **identify strengths and areas for development**.

Use the **Arts Learning Tool Reflection** document as a guide for your discussion.

Consider how your organization might **draw on its strengths** in one category to develop other categories.