

Teacher Arts Integration Implementation Rubric

Teacher: _____

Observer: _____

Grade Level: _____ Subject: _____ Art Form: _____

1-Emerging: *The teacher is beginning to understand the elements of arts integration and is working through the early stages of putting them into practice.*

2-Progressing: *The teacher is implementing arts integration strategies. They are reflective and making consistent progress towards goals.*

3-Rockin' It: *The teacher has become a leader and a model among their peers. They are constantly coming up with creative and innovative ways to implement arts integration. They are reflective and consistently refining their craft.*

Introduction				
Element Assessed	1-Emerging	2- Progressing	3- Rockin' It	Comments
Purpose	The purpose of the lesson is not clear.	The purpose of the lesson is clearly stated.	The purpose of the lesson is clearly stated and is reinforced with a visual reminder	
Preview	The students are unclear about what they will be doing or creating.	The teacher describes what the students will do or create.	The teacher describes what the students will do or create. There is a "hook". They may show an example or offer a provocation.	
Prior Learning	The teacher does not review prior learning.	The teacher reviews prior learning.	The teacher reviews prior learning and actively engages students in this process.	
Expectations	The expectations are not clear.	The teacher provides expectations, but students are not always responsive to cues and reminders.	The teacher provides clear expectations, and the students are responsive to reminders and cues.	
Materials	The materials are not prepared.	The materials are prepared ahead of time.	The materials are prepared ahead of time and organized for easy distribution.	
Introduction Observations				

Learning Experience				
Element Assessed	1-Emerging	2- Progressing	3-Rockin' It	Comments
Approach to Teaching	One or two of the 6 learning principles of constructivism are evident in this lesson.	Most of the 6 learning principles of Constructivism are evident in this lesson.	Learning is actively built, experiential, evolving, collaborative, problem-solving, and reflective.	
Understanding Through an Art Form	Students are recalling and reproducing information. (DOK 1)	Students are applying skills and concepts they've learned and demonstrating their understanding through an art form. (DOK 2)	Students are thinking strategically and are actively engaged in constructing <i>and</i> demonstrating understanding through an art form. (DOK 3)	
Creative Process	Students are copying or parroting artwork rather than creating something original.	Students are engaged in the process of creating something original.	Students are engaged in a process of creating something original. They are being guided through the revision and sharing processes.	
Connection	There is not a clear connection between the art form and another part of the curriculum.	The art form connects to another part of the curriculum, however, the connection is not mutually reinforcing.	The art form connects to another part of the curriculum or concern/need. The connection is mutually reinforcing.	
Evolving Objectives	There are objectives in either the art form or another part of the curriculum but not both.	There are objectives in both the art form and another part of the curriculum or concern/need.	There are objectives in both the art form and another part of the curriculum or concern/need. The objectives have evolved over time.	
Learning Experience Observations				
Closure				
Element Assessed	1-Emerging	2- Progressing	3-Rockin' It	Comments

Review Purpose & Synthesize	The review process is left out.	The teacher takes time to review the lesson's purpose.	The teacher reviews the lesson's purpose and reinforces why students engaged in this experience. Students synthesize new information and experiences.	
Reflection	The reflection process is left out.	Students are invited to reflect on their experience.	Students are invited to reflect on their experience, what it means to them, and its influence on their thinking and learning process.	
Recognize Challenges & Set Goals	The teacher did not recognize challenges or accomplishments. They did not set new goals.	The teacher recognizes students' challenges and accomplishments.	The teacher recognizes students' challenges and accomplishments. They set new goals that evolve as students develop a deeper understanding of the subject matter.	

Closure Observations

Time	
Introduction	minutes
Learning Experience	minutes
Closure	minutes
Comments:	