



Autonomy Rubric for Teachers

Since 2002, *Arts Impact* has used an analytic rubric to measure the levels of teacher performance in **planning, teaching, and assessing** in its programs. This evaluation protocol, known as the *Autonomy Rubric for Teachers* (A.R.T.), is designed as a tool for facilitating continuous growth in teacher practice.

In Year One of training, the Artist-Mentor uses the tool as a way to track and give objective feedback to classroom teachers about their mentorships.

In Year Two of training, both the teacher and the Artist-Mentor use the A.R.T. independently to reflect on the mentorship. They then take the opportunity to share their reflections on their individual scoring and consider the overall growth by the teacher in teaching the arts. The tool is used by classroom teachers for goal setting and continued planning for further professional development in arts and arts-infused teaching.

The tool is attached to this document. In some *Arts Impact* programs, only the teaching and assessment sections will be used. The version of the document you receive will reflect the appropriate sections for your work.

Circle the level of performance you feel most closely reflects your work. Many teaching dynamics are a lifelong learning curve, but by making an appraisal of where you stand thus far, you and your instructors have a better understanding of where *Arts Impact* can best place its training efforts.

After you complete planning your lesson, as soon as possible (if applicable):

Independently circle one rubric level (1-4) for each of the seven **planning strands**;

All Arts Impact programs:

After you complete teaching your lesson, as soon as possible:

Independently circle one rubric level (1-4) for each of the six **teaching strands**;

*During the assessment visit, you and your Artist-Mentor will **independently** assess the student artwork or performances, side-by-side. After assessing the student work:*

Independently circle one rubric level (1-4) for each of the three **assessment strands**.

In the assessment meeting, **talk about the levels of autonomy** you have achieved as you reflect together—discuss the areas where your scoring is different than the Artist-Mentor’s scoring. Take time to celebrate your strengths, and talk about strategies you could pursue to realize continuous growth in arts teaching.

Our THANKS for using this tool! And congratulations for your reflective teaching practice!

INDICATORS OF TEACHER'S AUTONOMY FOR ARTS INSTRUCTION

Teacher Name _____ School _____ Date _____

Rater: Self Artist-Mentor _____ Evaluator/Staff _____

Directions: Circle the description for each strand that best illustrates **LESSON PLANNING**. (A-M=artist-mentor)

TEACHING Teacher of arts....	4	3	2	1
5. Uses instructional strategies which include: a. Warm-up <u>Observations:</u>	Uses warm-up activity to preview conceptual understanding	Mentions concept in warm-up	Uses a warm-up with no connection to concept	Omits warm-up in teaching
b. Sequencing <u>Observations:</u> NOTE: Dependent on planning for a sequence of lesson steps.	Sequences all steps in order	Sequences major steps	Teaches some steps but omits major step(s)	Leads lesson with no perceivable sequence
c. Pacing <u>Observations:</u>	Uses optimum time for each segment (based on student responses and need to extend lesson in some cases)	Falls behind or moves too quickly	Loses track of time or doesn't complete lesson	Makes unsuccessful effort to complete lesson
d. Embedded assessment <u>Observations:</u>	Embeds multiple criteria-based assessment strategies	Uses criteria-based assessment	Assesses without criteria focus (beauty, complexity, etc.)	Omits assessments
e. Classroom management <u>Observations:</u>	Provides safe, structured classroom setting, material organization, and procedures	Prepares classroom, but lacks structure (systems) for classroom setting, material organization, and procedures	Attempts to prepare classroom during lesson	Omits classroom management strategies from teaching
f. Creative, original responses <u>Observations:</u>	Brainstorms for individual responses that meet criteria	Reminds students there are a range of responses that meet criteria	Limits solutions that meet criteria	Allows for one only right answer

<p>g. Arts-infused teaching (Core Year Two only; or programs focused on arts-infused learning: TTAL; MAP)</p> <p><u>Observations:</u></p>	<p>Applies authentic connections between two or more disciplines: concepts appear in both disciplines; students can respond in more than one discipline</p>	<p>Links two disciplines but students only respond to one discipline</p>	<p>Links two subjects contextually (rain forest; migration)</p>	<p>Identifies concept from only one discipline</p>
<p>ASSESSMENT AND EVALUATION Teacher of arts...</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>6. Uses assessment/evaluation strategies which include:</p> <p>a. Reflection</p> <p><u>Observations:</u></p>	<p>Recalls and analyzes specifically why targets were achieved/ not achieved</p>	<p>Recalls and analyzes general target achievement</p>	<p>Recalls general lesson success or breakdowns</p>	<p>Relates successes/ breakdowns inaccurately</p>
<p>b. Criteria focus</p> <p><u>Observations:</u></p>	<p>Scores using criteria as only focus</p>	<p>Scores with inconsistent attention to criteria</p>	<p>Scores with subjective comments (based on teacher preconceived opinions of biases)</p>	<p>Omits criteria-based scoring from assessments</p>