

# Arts Integration Connects to the SCTS 4.0 Rubric

Below are indicators with descriptors that directly connect to the Journeys Guidebook. Educators who implement the various journeys will naturally increase learning opportunities that connect to these components of teaching. Click the link to review the full [SCTS 4.0 Rubric](#).

Domains	Indicators and Descriptors
Instruction	<p><b>Standards and Objectives:</b>            Learning objectives are: (a)consistently connected to what students have previously learned,            (b)know from life experiences,            (c) <b>integrated with other disciplines</b>.            There is evidence that most students <b>demonstrate mastery</b> of the objective.</p> <p><b>Motivating Students:</b>            The teacher consistently develops learning experiences where <b>inquiry, curiosity and exploration are valued</b>.</p> <p><b>Lesson Structure and Pacing:</b>            Pacing is brisk, and provides many opportunities for individual students who <b>progress at different learning rates</b>.</p> <p><b>Activities and Materials:</b>            -provide opportunities for <b>student-to-student interaction</b>.            -induce student <b>curiosity and suspense</b>.            -provide students with <b>choices</b>.            - incorporate resources <b>beyond the school curriculum</b> texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc).            - In addition, sometimes activities are <b>game-like, involve simulations, require creating products, and demand self-direction and self-monitoring</b>.</p> <p><b>Teacher Content Knowledge:</b>            The teacher consistently highlights key concepts and ideas and uses them as bases to <b>connect other powerful ideas</b>.</p> <p><b>Teacher Knowledge of Students:</b>            Teacher practices display understanding of each student's <b>anticipated learning difficulties</b>.            Teacher practices consistently incorporate <b>student interests and cultural heritage</b>.            Teacher consistently provides <b>differentiated instructional methods</b> and content to ensure children have the opportunity to master what is being taught.</p> <p><b>Thinking:</b>            The teacher thoroughly <b>teaches three types of thinking</b>:            • analytical thinking where students analyze, compare and contrast, and evaluate and explain information.            • practical thinking where students use, apply, and implement what they learn in real-life scenarios.            • creative thinking where students create, design, imagine and suppose.            • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.            The teacher consistently provides opportunities where students:            • generate a variety of ideas and alternatives.</p>

# Planning

- analyze problems from multiple perspectives and viewpoints.
- monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.

### **Problem Solving:**

The teacher implements activities that teach and reinforce 3 or more of the following **problem-solving types**:

- Abstraction
- Categorization
- Drawing Conclusions/Justifying Solutions
- Predicting Outcomes
- Observing and Experimenting
- Improving Solutions
- Identifying Relevant/Irrelevant Information
- Generating Ideas
- Creating and Designing

### **Instructional Plans:**

Instructional plans include:

- measurable and explicit goals **aligned to state content standards**.
- activities, materials, and assessments that:
  - o are **aligned to state standards**.
  - o are sequenced from basic to complex.
  - o build on prior student knowledge, are relevant to students' lives, and **integrate other disciplines**.
  - o provide appropriate time for student work, **student reflection**, and lesson and unit closure.
- evidence that plan is appropriate for the age, knowledge, and **interests** of all learners.
- evidence that the plan provides regular opportunities to **accommodate individual student needs**.

### **Student Work:**

Assignments require students to:

- **organize, interpret, analyze, synthesize, and evaluate information** rather than reproduce it.
- draw conclusions, make generalizations, and produce arguments that are supported through extended writing.
- **connect what they are learning** to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.

### **Assessment:**

- are consistently **aligned with state content standards**.
- have clear appropriate measurement criteria.
- **measure student performance** in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).

### **Expectations:**

# Environment

- Teacher engages students in learning with clear and rigorous academic expectations for every student and actively uses **aligned and differentiated materials and resources to ensure equitable access to learning**.
- Students regularly learn from their mistakes and can **describe their thinking** on what they learned.

## Engaging Students and Managing Behavior:

- Students are consistently **engaged in behaviors that optimize learning** and increase time on task.
- Teacher and students establish **clear commitments for learning and behavior**.

## Environment:

The classroom

- welcomes all students and guests and provides a safe space for all students to **take risks and interact with peers**.
- is clearly **organized and designed** for and with students to **promote learning for all**.
- has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students.
- **displays current student work** that promotes a positive and inclusive classroom environment.

## Respectful Culture:

- Teacher-student and student-student interactions demonstrate **caring and respect** for one another and **celebrate and acknowledge all students' background and culture**.
- Teacher fosters positive **teacher-to-student and student-to-student interactions** that demonstrate overall care, kindness, and respect for one another.
- Teacher seeks out and is **receptive to the interests and opinions** of all students.
- **Positive relationships** and **interdependence** characterize the classroom.

# Professionalism

## Growing and Developing Professionally:

The educator appropriately **attempts to implement new learning** in the classroom following presentation in professional development meetings.

The educator **selects specific activities**, content knowledge, or pedagogical skills to **enhance and improve his/her proficiency**.

## Reflecting on Teaching:

The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the **self-reflection** after each observation.

The educator offers specific actions to **improve his/her teaching**.