

Criteria for Arts Integration Checklist

This Checklist aligns with the Arts Integration User Guide's five criteria for successful arts integration and is a tool to guide your planning process. Use this tool to document if you currently have achieved a criteria element (In Practice), are working on it (In Progress), or plan to do it in the future (To Do). This document is in a format that can accommodate the details you need to write your full arts integration plan, create internal deadlines, and assign duties. Or you can simply use it as a discussion and planning tool.

| | To Do | In Progress | In Practice |
|---|-------|-------------|-------------|
| I. Secure Leadership Approval and Support | | | |
| A. Principal Sign off | | | |
| B. Superintendent Sign off | | | |
| C. Board Sign off | | | |
| | | | |
| II. Establish an Arts Integration Leadership Team | | | |
| A. Team Leader Participants (Names and Roles) | | | |
| 1. Site-Specific administrators (e.g. principal, vice principal, and/or supervisor) | | | |
| 2. Curriculum Supervisors (e.g. arts and/or other disciplines) | | | |
| 3. Arts Educators (e.g. Dance, Media Arts, Music, Theatre, Visual Arts) | | | |
| 4. Grade level and other content area teachers | | | |
| 5. Community partners (e.g. arts organizations, higher education, foundations) | | | |
| 6. Students | | | |
| 7. Parents | | | |
| B. Establish an Arts Integration Vision and Action Plan | | | |
| 1. Write a vision statement for arts integration | | | |
| 2. Define roles of teachers and school leaders | | | |
| 3. Develop pedagogy and curriculum | | | |
| 4. Develop schedule for arts integration planning and co-teaching | | | |
| 5. Design professional learning opportunities | | | |
| C. Serve as Ambassadors to Internal and External Stakeholders | | | |
| D. Establish Metrics and Monitor Rigor of Implementation | | | |
| E. Resource Development | | | |
| F. Curriculum Development | | | |
| G. Professional Learning | | | |
| H. Showcase Arts Integration | | | |
| I. Implementation and Process Reflection | | | |

| | To Do | In Progress | In Practice |
|--|-------|-------------|-------------|
| III. Balance Arts Standards with Other Content Standards | | | |
| A. Lesson/unit plans indicate arts standards and other subject standards | | | |
| B. Each discipline in project is defined with discipline-specific goals | | | |
| C. Integration is intentional and articulated throughout the planning, implementation and assessment process | | | |
| | | | |
| IV. Provide Ongoing, Job-embedded Professional Learning | | | |
| A. Training/modeling in co-teaching | | | |
| B. Continuous, ongoing PD | | | |
| C. On-site and off-site opportunities | | | |
| D. Integrated in individual Professional Improvement Plans | | | |
| E. Integrated into schoolwide Professional Development Plan | | | |
| F. Teacher input into process | | | |
| G. Pre-service teachers are placed in settings where Arts Integration is in practice. | | | |
| H. Teachers present and lead internally and externally | | | |
| | | | |
| V. Document and Assess Impact | | | |
| A. Student Content Mastery | | | |
| B. Student Academic Achievement | | | |
| C. Student Socio-Emotional Growth | | | |
| D. Teacher Efficacy and Satisfaction | | | |
| E. Classroom and School Climate | | | |
| F. Parent and Community Connections | | | |
| | | | |
| VI. Ensure Sustainability | | | |
| A. Board approved policies that support Arts Integration | | | |
| B. Standardized, documented practices for Arts Integration | | | |
| C. Board approved job descriptions that support Arts Integration efforts | | | |
| D. Schoolwide Professional Development Plan to support Arts Integration | | | |
| E. Budget process and budget support Arts Integration | | | |
| F. Essential equipment and materials are available | | | |
| G. Adequate facilities and space | | | |
| H. Hiring process selects for strong Arts Integration candidates | | | |
| I. Well-articulated Arts Integration Plan | | | |