



Instructional Design Guidelines

I. Norms and Agreements

- _____
- _____
- _____
- _____
- _____

2. Co-Teaching

- One teaches, one supports
- Parallel teaching
- Alternative teaching
- Station teaching
- Team teaching

2. Content Emphasis

- Art Discipline(s) / Standard(s):**

- Academic Content Area(s) / Standard(s):**

- Creative integration:**
Are students creating and demonstrating their understanding of and through one or more art forms? Describe: _____
- Is classroom teaching leading design and guiding collaboration?

checked: _____

Module Design & Instruction

I. Creative Arts Integration Strand: These strands can overlap in practice considerably. Select your focus to drive your design work. (Be ambitious and select all three)

- Standards-based**—Arts and academic learning objectives
Define: _____
- Metacognitive**—Studio Habits of Mind* thinking objectives
Define: _____
- Social-Emotional Skills**—Motivation and engagement objectives
Define: _____

* Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (2007). *Studio Thinking: The real benefits of visual arts education*. Teachers College Press.



2. Instruction

- Is classroom teacher taking a lead role in instruction of module?
- Are the SHOM modeled through the instruction?
- Are some of the SHOM habits integrated into module lessons in each of the three possible roles: *Star, supporting lead, and ensemble member*?
- Are students actively using the design process (envisioning, reflecting, refining)?
- Is there a *Big Idea* or *Essential Question* to help guide student exploration of the content?
- Are the learning objectives for art, academic, and SHOM made clear to students?

3. Student Learning

- Are students involved in a process of meaning and knowledge construction?
- Are students motivated by content that allows them to relate learning to their lives?
- Are students creatively solving a challenging problem for themselves as opposed to completing a set of steps dictated by the teacher?

checked: _____

Evaluation and Assessment

1. Formative Assessment

- Are there designed opportunities for students to reflect and self-assess on learning objectives and skills?
- Is there established consistent growth-mindset language about creative and academic skills in relation to ArtCore module?
- Are there opportunities for students to give each other feedback and are there planned opportunities to see good feedback modeled (*Austin's Butterfly*)?

checked: _____

2. Summative Assessment

- Do rubrics to assess all learning objective, are the rubrics actionable, and do the rubrics use positive, growth-oriented language at early levels of development?
- Are artworks original, reflecting the unique perspective of each student?
- How was work completed? Individually? Collectively? How is each student's contribution assessed?
- Do students reflect on their learning verbally or in writing?
- Do students receive feedback from the teacher, other students, or others?
- Can students mentor or teach others skills and SHOM?

Total # checked: _____