

BTS Arts Compliance Rubric

(Beverley Taylor Sorenson Arts Learning Program – BTS Arts)

Scheduling

Arts Educator Involvement

1. Non-compliant

- The BTS Arts educator is not considered in the scheduling process.
- Schools sharing an art educator do not collaborate to create the schedule. One school may dominate the schedule creation.

2. Emerging

- The BTS Arts educator is limitedly involved with scheduling, barely discussing scheduling and the needs of the BTS Arts Learning Program at any level.

3. Effective

- The BTS Arts educator is involved with scheduling exclusively at a high level, minimally discussing scheduling and the needs of the BTS Arts Learning Program at a high level.

4. Exemplary

- The BTS Arts educator is meaningfully involved with scheduling, helping outline a detailed yearly schedule and thoroughly discussing the needs of the BTS Arts Learning Program.
- The art instructor is not asked to work outside of their contract time.

All Students & Classes Included

1. Non-compliant

- Less than 75% of students and classes are included in the BTS Arts school schedule.
- Classes receive substantially unequal amounts of BTS Arts programmatic time throughout the year.

2. Emerging

- 75-89% of students and classes are included in the BTS Arts school schedule.
- Classes receive moderately unequal amounts of BTS Arts programmatic time throughout the year.

3. Effective

- 90-99% of students and classes are included in the BTS Arts school schedule.
- Classes receive moderately unequal amounts of BTS Arts programmatic time throughout the year.

4. Exemplary

- All students and classes are included in the BTS Arts school schedule.
 - All classes receive an equal amount of BTS Arts programmatic time throughout the year. Grade level classes are scheduled sequentially, if possible.
-

No Class Doubling

1. Non-compliant

- All BTS Arts classes receive an unequal amount of time and may be doubling up without discussion with the BTS Arts educator.

2. Emerging

- Some BTS Arts classes receive an unequal amount of time and may be doubling up with discussion with the BTS Arts educator.

3. Effective

- The majority of classes have their own BTS Arts schedule time.

4. Exemplary

- Each class has its own individual BTS Arts scheduled time, with no classes doubling up.
-

Teacher Equity

1. Non-compliant

- If the arts educator teaches during professional learning community (PLC) time, they are not provided with an alternate time to meet with each grade-level group of teachers.
- The arts educator does not have an equitable schedule, similar to classroom teachers, including regularly scheduled individual preparation time.

2. Emerging

- If the arts educator teaches during professional learning community (PLC) time, they are provided with an alternate time to meet with each grade-level group of teachers some of the time.
- The arts educator has a somewhat equitable schedule, similar to classroom teachers, including regularly scheduled individual preparation time.

3. Effective

- If the arts educator teaches during professional learning community (PLC) time, they are provided with an alternate time to meet with each grade-level group of teachers most of the time.
- The arts educator has a mostly equitable schedule with few exceptions, similar to classroom teachers, including regularly scheduled individual preparation time.

4. Exemplary

- If the arts educator teaches during professional learning community (PLC) time, they are provided with an alternate time to meet with each grade-level group of teachers.
 - The arts educator has an equitable schedule, similar to classroom teachers, including regularly scheduled individual preparation time.
 - If an equitable schedule is not possible, schools should also aim for adequate schedules.
-

Individual Preparation Time

1. Non-compliant

- Lesson preparation must be done outside of school and contract hours. Planning time is not included in the arts educator's schedule.

2. Emerging

- The arts educator's schedule does not include regular set individual planning time but allows at least one hour per week.

3. Effective

- The arts educator's schedule does not include regular set individual planning time but allows at least two and half hours per week.

4. Exemplary

- The arts educator is provided adequate, regularly scheduled individual preparation time that considers the demands of preparing for multiple grade levels.
-

Transition Time

1. Non-compliant

- There is no transition time included in the schedule.

2. Emerging

- There is minimal transition time between classes. As a result, classes are rushed.

3. Effective

- There is at least 5 minutes of transition between classes, with more time for art educators using a cart or teaching different grade levels back-to-back.

4. Exemplary

- There is at least 10 minutes of transition between classes, with more time for art educators using a cart or teaching different grade levels back-to-back.
-

Class Time

1. Non-compliant

- BTS Arts classes are less than 20 minutes in length.

2. Emerging

- BTS Arts classes are 20-29 minutes in length.

3. Effective

- BTS Arts classes are 30-45 minutes in length, except for kindergarten classes.

4. Exemplary

- BTS Arts class time exceeds 45 minutes in length for first grade and up. No class is less than 30 minutes, except for kindergarten classes.

Duration & Frequency

1. Non-compliant

- Students do not receive regular BTS Arts lessons.

2. Emerging

- Students receive regular BTS Arts lessons for less than half of the school year.

3. Effective

- Students receive regular BTS Arts lessons for a majority of the school year.

4. Exemplary

- Students receive regular BTS Arts lessons throughout the school year.
-

Student Population Served

Equality of Instruction

1. Non-compliant

- Teachers frequently informally remove students from the BTS Arts classes. All students are met, but not equally.

2. Emerging

- Teachers occasionally informally remove students from the BTS Arts classes. All students are met, but not equally.

3. Effective

- Teachers rarely informally remove students from the BTS Arts classes. All students are met, but not equally.

4. Exemplary

- Individual students are not pulled from BTS Arts classes for remediation or punishment, nor do entire classes miss their arts-integration time for curriculum make-up.

Equipment, Supplies, Materials, and Computer

Storage

1. Non-compliant

- No storage is provided by the school for BTS Arts.

2. Emerging

- Minimal storage is provided by the school for BTS Arts.

3. Effective

- Limited storage is provided by the school for BTS Arts.

4. Exemplary

- Adequate storage is provided by the school for BTS Arts.

Computer

1. Non-compliant

- The art educator is not provided with a company computer.

2. Emerging

- The art educator is provided with a company computer.

3. Effective

- The art educator is provided with a company computer.

4. Exemplary

- The art educator is provided with a company computer.
-

Definitions:

- **Equipment:** A large item (e.g. piano, spotlight, dance floor) utilized to support BTS Arts programming, typically not easily moveable, and not provided on a one-to-one student ratio.
 - **Supplies:** A reusable item (e.g. guitars, recorders, props, portable speaker) utilized to support BTS Arts programming. Supplies are most common in the art forms of music, theater, and dance.
 - **Materials:** A consumable item (e.g. paper, paint, glue, glitter) utilized to support BTS Arts programming. Materials are most common in the art form of visual arts.
 - **Basic:** This term encapsulates supplies, materials, and equipment necessary to teach the bare minimum of an art form.
 - **Educator-Requested:** This phrase encapsulates supplies, materials, and equipment above and beyond the basic, bare minimum necessary to teach an art form.
-

Collaborative Planning

Collaborative Planning Time

1. Non-compliant

- No arts integration collaborative planning takes place between arts educators and classroom teachers.

2. Emerging

- Arts integration topics are discussed between arts educators and classroom teachers in a limited and inconsistent manner.

3. Effective

- Regular arts integration planning between arts educators and classroom teachers occurs and is supported by the school administration.

4. Exemplary

- Regular arts integration planning between arts educators and classroom teachers occurs and is supported by the school administration during contract time.
-

Curriculum Maps

1. Non-compliant

- The BTS Arts educator is never provided with Utah state core curriculum maps specific to their LEA for each grade level.

2. Emerging

- The BTS Arts educator is provided with Utah state core curriculum maps specific to their LEA for each grade level after the start of school year.

3. Effective

- The BTS Arts educator is provided with Utah state core curriculum maps specific to their LEA for each grade level at the beginning of the year.

4. Exemplary

- The BTS Arts educator is provided with Utah state core curriculum maps specific to their LEA for each grade level before the beginning of the year.

Definitions:

- **Collaborative Planning:** This term describes moments in which arts educators are paid, through contract time, to plan arts integration with classroom teachers. Collaborative planning becomes regular when it is a recurring scheduled meeting. Ideally, collaborative planning would occur in person. These meetings are an opportunity for arts educators and classroom teachers to discuss the scope, sequence, needs, and alignment of their integration.
 - **Utah State Core Curriculum Map:** A curriculum map outlines all of the required standards as well as when and how they should be met. State curriculum maps are disseminated to LEAs and then LEAs create their own version of the curriculum map.
 - **Supported by Administrative:** This phrase means that the administration at the school sees BTS Arts and arts integration as a priority. The administration incorporates BTS Arts into the life and schedule of their school, ensuring that there is a time and place for arts integration.
-

Integration + Models

Arts Integration with Utah State Core Curriculum

1. Non-compliant

- No integration between the arts and other Utah state core curriculum takes place.

2. Emerging

- Minimal integration between the arts and other Utah state core curriculum takes place.

3. Effective

- Integration between the arts and other Utah state core curriculum takes place but is not high quality, regular, or ongoing.

4. Exemplary

- High-quality integration between the arts and other Utah state core curriculum is regular and ongoing.
-

Integration Teaching Models

1. Non-compliant

- Arts Educator Only without Integration: The classroom teacher is not in the room teaching or participating. The arts instruction is not arts integration.

2. Emerging

- Arts Educator Only with Integration: The classroom teacher is not in the room teaching or participating in arts integrated instruction.

3. Effective

- Collaborative: The classroom teacher is an active participant in the arts integrated instruction, the arts learning, and the arts making, although may not be observing a side-by-side model.

4. Exemplary

- Side-by-Side: The arts educator and classroom teacher work cooperatively side-by-side throughout the delivery of the arts integrated lesson. The classroom teacher is an active participant in the arts integrated instruction, the arts learning, and the arts making.