



DC Collaborative: Professional Development (PD) Application Rubric

Professional Development Workshops (PDs) provide training, workshops and guidance open to all DC public and charter school teachers who are interested in learning how to effectively incorporate arts into their curriculum. This document was developed in partnership with the DC Collaborative's Programming Committee. The Programming Committee will evaluate applications based on the cultural and educational experience, standards/curricular alignment, and ensure that the program is appropriate to the teacher's grade level and subject area and aligns to an arts or humanities discipline.

At least one sample packet of event-related educational materials (Ex. Facilitator's resume and/or short bio, Sample Syllabus/Agenda; Brief description of how teachers or program will be assessed- if any; Brief description of any homework the teachers will be assigned- if any) must be e-mailed to info@dccollaborative.org at the time of application. Event-specific materials must be submitted 4 weeks prior to the AHFES experiences (if your program is approved), along with facilitator bios and agendas are also encouraged to supplement the application.

Program development and evaluation is a process. Members of the Programming Committee, comprised of teachers and staff from peer cultural institutions, will give you feedback on how to best develop high quality pre/post trip materials and to align your programs with National Core Arts Standards and Common Core/DC state standards (in other non-arts content areas) and DCPS [Framework for Arts Learning](#) curriculum as well as ELA and Social Studies curricular priorities, thus creating a more impactful arts or humanities education experience for the students and teachers that you serve at your organization. **There will be connecting to curriculum sessions with DCPS Central Office Staff in each of these content areas.**

Do the proposed opportunities align to an arts and humanities discipline?

(Dance, Film, Humanities, Media Arts, Music, Theater, Visual Arts)

- Yes
- No

Experience

Scores are based on the information provided in the application and the supplementary materials. Programs should have the highest artistic/humanities and educational merits, appropriate content for the grade range and subject area of the teachers. The program should be at a convenient time and location for educators to attend (after-school/weekends) and venue should be appropriate and conducive to the program and content delivery.

	High 7-10 points	Mid-Range 3-6 points	Low 0-2 points	Not Enough Info Provided 0 points
Artistic/Humanities Merit <i>based on the application and materials provided</i>				
Appropriate Content for Teacher's Grade-Range <i>Small grade-range window?</i>				
Engaging Content <i>Opportunities for teachers to be active participants</i>				
Convenient Time and Location				

Cultural Experience- Total Score: _____

Comments:

**Please see the tenants of a high quality arts/humanities education experience along with definitions of High, Mid-Range and Low including, including examples at the end of this document.*

Curricular Integration

Scores are based on the information submitted in the application and the supplementary application materials. At minimum, the description should clearly and accurately identify the programmatic content. The materials should be relevant to the classroom lessons, grade-range and subject area of the teacher and clearly link to relevant learning standards and curriculum, and have immediate take-aways that participants can integrate to their teaching. The DCPS standards priorities are [National Core Arts Standards](#) for arts subject areas and the [Common Core](#) (ELA and Math) and other [DC State Standards](#) in other content areas. The DCPS curricular priorities [DCPS Framework for Arts Learning](#) curriculum as well as ELA and Social Studies curricular priorities, thus creating a more impactful arts or humanities education experience for the students and teachers that you serve at your organization. **There will be connecting to curriculum sessions with DCPS Central Office Staff in each of these content areas.**

	High 7-10 points	Mid-Range 3-6 points	Low 0-2 points	Not enough info provided 0 points
Event Description				
Links to Standards/ Curriculum Connections				
Classroom Implementation/ Easily Integrated				

Prep/Post Trip and Standards Alignment Total Score: _____

Comments:

Total Score: _____

Comments: *(Please also list comments/ suggestions that pertain to individual programs in this section)*

Recommendations:

- This program is ready to be offered through the AHFES/PD programs.
- This program needs some remediation prior to being included in the AFES/PD Program.
- More information is needed to make the determination.
- This organization should be an AHFES mentor and assist other organizations.

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Defining the Rubric:

Experience

The event will be evaluated based on merits of the arts and/or humanities educational experience and information provided in the application and supplementary materials.

High

Based on the information included in the application and supplementary materials, the program is:

- of **the highest** artistic/humanities educational merit,
 - Teaching artists, ensembles, docents and/or other education personnel delivering the programmatic content have **strong training and excellent qualifications.**
 - The arts/humanities event (performance/exhibit) **enhances** the teacher's educational experience.
 - The venue is **appropriate** and **conducive** to the program and content delivery
- The program is at a convenient time and location for educators to attend (after-school/weekends) and of appropriate length
- The program has a **strong, narrow focus** that will make it **highly relevant** to a teacher's specific grade level and subject area
- The events are **highly engaging** and encourages **active participation** that incorporates **sufficient opportunities** for **reflection** and **many ways** for participants to engage and share their expertise
- The event has **clear, focused** outcomes and **realistic goals** given the time provided

Mid-Range

Based on the information included in the application, the program is:

- of **sufficient** artistic/humanities educational value
 - Teaching artists, ensembles, docents and/or other education personnel delivering the programmatic content have **sufficient training and sufficient qualifications.**
 - The arts/humanities production **somewhat enhances** the educational experience.
 - The venue has **some** limitations which **somewhat inhibit** program and content delivery.
- The program is at a **somewhat** convenient time and location for educators to attend and of appropriate length
- The program has an **appropriate focus** that may make it **relevant** to a teacher's specific grade level and subject area, but the range may be too broad or need more clarity,
- The events are **somewhat engaging** and **somewhat** encourages active participation. There is **minimal time** for reflection and **minimal ways** for participants to engage and share their expertise
- The event has **somewhat focused** outcomes and **goals** given the time provided, but needs more clarity

Low

Based on the information included in the application, the program is:

- of **fair** artistic/humanities quality
 - Teaching artists, ensembles, docents and/or other education personnel delivering the programmatic content do **NOT** have **sufficient training or qualifications.**
 - The arts/humanities production **does NOT enhance** the educational experience
 - The venue is **unsuitable** and **hinders** program and content delivery
- The program is **NOT** at a convenient time and location for educators to attend and is **NOT** of appropriate length
- The program does **NOT have focus** that may make it to a teacher's specific grade level and subject area, but the **grade range is too broad** and **needs more clarity**
- The events are **NOT engaging** and **does NOT encourage** active participation. There is **NOT any time for reflection** and **NOT** enough opportunities outlined for educators to share their expertise
- The event does **NOT have focused** outcomes and **goals clearly articulated**

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Classroom Preparation/Post Trip Activities and Standard Alignment

High

Based on the information included in the application:

- The supplementary materials **clearly** indicate links to **relevant standards and curriculum** and **provides concrete activities to relevant to classroom lessons.**
- The description **clearly** and **accurately** identifies the programmatic content.
- The program connects to National Core Arts Standards **AND** Common Core/other DC state standards and relevant DC Curriculum.
- The post-experience materials **indicate immediate, concrete take-aways AND lesson plans** that participants can **easily integrate** to their teaching and **clearly extends** the PD experience into the classroom.

Mid-Range

Based on the information included in the application:

- The supplementary materials indicate links to **some relevant standards** and **provides activities that are somewhat relevant to classroom lessons but needs more clarity.**
- The description **accurately** identifies the programmatic content but **needs more clarity.**
- The program connects to (*circle*) National Core Arts Standards **OR** Common Core/other DC state standards.
- The post-experience materials/activities indicate ways to extend the PD experience but the **take-aways need more clarity** around the curricular integration and **somewhat extends** the PD experience into the classroom.

Low

Based on the information included in the application:

- The preparatory materials **do NOT indicate any links** to **relevant learning standards** and **do NOT provides activities that are somewhat relevant to classroom lessons but needs more clarity.**
- The description **does NOT accurately** identify the programmatic content.
- The program does not connect to National Core Arts Standards **OR** Common Core/other DC state standards.
- The post-experience materials/activities **do NOT** indicate ways to extend the PD experience and the take-aways **are not apparent from the information provided in the application.** The organization **does NOT** demonstrate ways that teachers can integrate the content into their teaching and **do NOT extend** the PD experience into the classroom.

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Strong Example:

THE ART OF GLOBAL JOURNALISM: EXPLORING GLOBAL ISSUES THROUGH ART

Presented by: *The Pulitzer Center on Crisis Reporting*

Internal conflict. Global health. Conflict environmental sustainability. How do these global issues connect to local contexts? How can art help students process these important topics in ways that will both engage them and connect them to the larger world? Where is the intersection of art and journalism? This professional development workshop brings together award-winning journalists supported by the Pulitzer Center on Crisis Reporting and digital and educational resources created by the Pulitzer Center to address the incorporation of current global issues in the classroom. The program will include a **combination of presentations and hands-on curriculum building activities.**

Participants will **leave with tools to incorporate new content into their classes,** as well as connections to journalists working on these issues. **Detailed description that illustrates that the workshop includes ways for participants to be actively engaged and will leave with lesson plans to assist them in integrating the material right away!**

Date: 12/8/16

Time: 4:30 p.m. **After-school time-frame**

Length of Event: 2.5 hours

Location: The Pulitzer Center on Crisis Reporting **convenient location, near metro**
1779 Massachusetts Avenue, NW #615 Washington, DC 20036

Focus: Informational, Arts Learning- Visual Arts, Arts Learning- Media Arts, Humanities Learning, Arts Integration, Humanities Integration

Curriculum Connections: English/Language Arts, Philosophy, Technology, Foreign Language, Math, History and Geography, Civics/Law, Diversity, Science

Grades: Teachers of Grades 4–8 **Focused grade-range**

[Syllabus/Schedule of Activities](#)

[Sample Lesson Plan](#) **Take-aways to assist teachers in integrating the activity**

PLU Credits are Offered

Expected Participant Outcomes:

Participants will leave the session with a clear understanding of Pulitzer Center resources and plans for potential collaborations that connect students with Pulitzer Center Journalists. Participants will also leave the session with completed or partially completed lesson plans that explore connections between global issues and the artistic disciplines they teach. **The outcomes are clear and realistic.**

Workshop Objectives: Focused objectives

Teachers will:

- Reflect on their goals for their students, the global issues they hope to explore with students and the barriers the challenges they face when exploring global issues with students
- Explore the reporting process, engage with Pulitzer Center programming and resources and investigate ways to process reporting through art
- Brainstorm ways to use Pulitzer Center resources and programming to explore global issues in their classrooms.

Standards: Focused standards

- CCSS.ELA Literacy.CCRA.R.7: Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-Literacy.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text

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- CCSS.ELA-Literacy.CCRA.SL.4: Present information findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.
- CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

National Core Arts Standards:

- Anchor Standard #4. Analyze, interpret and select artistic work for presentation.
- Anchor Strand #6. Convey meaning through the presentation of artistic work.
- Anchor Strand 1. Generate and conceptualize artistic ideas and work.

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