

OMA Program Integration RUBRIC / 1

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Collaboration Ensemble	<ul style="list-style-type: none"> No teacher input of team planning Planned content wasn't taught OMA lesson notes don't appear in lesson plan book 	<ul style="list-style-type: none"> Some team planning Planned content was introduced OMA lesson plans seldom appear in plan book 	<ul style="list-style-type: none"> All sessions planned together with teachers and OMA Specialists Planned content was taught OMA lesson plans usually appear in plan book 	<ul style="list-style-type: none"> Classroom and OMA sessions build on each other repeatedly (concepts, POs, standards) Content was taught and mastered by students OMA lesson plans regularly appear in plan book
Engagement (Teacher/Student)		<ul style="list-style-type: none"> No teacher participation in OMA experience Student engagement is not reinforced AIS models all aspects of lesson No OMA student work displayed Tend to miss OMA class on a regular basis Field trips take priority over OMA schedule 	<ul style="list-style-type: none"> Passive teacher participation in OMA experience Student engagement strategies are sometimes reinforced Teacher seldom models lesson concepts for students OMA student work seldom display Seldom miss OMA class Field trips usually interfere with OMA schedule 	<ul style="list-style-type: none"> Some passive and some active teacher participation in OMA experience at classroom and school level Student engagement strategies are sometimes suggested and encouraged Some teachers model concepts for students Some OMA student work displayed Rarely miss OMA class Field trips are usually scheduled around OMA
Expectations (Managing student behaviors)	<ul style="list-style-type: none"> AIS assumes sole responsibility for student behavior and administers consequences for off-task behavior AIS is responsible for separating behavior issues during lessons 	<ul style="list-style-type: none"> AIS and classroom teacher share some responsibility for student behavior Teachers remind student about classroom expectations before entering OMA and need to reiterate during class 	<ul style="list-style-type: none"> AIS and classroom teacher continue to collaborate and develop a behavior plan to control most off-task behaviors. Both monitor and redirect students. Teachers remind students about classroom expectations before entering OMA and students remember most of the time 	<ul style="list-style-type: none"> AIS and classroom teacher have already implemented and utilized a behavior plan that controls all off-task behaviors with minimal disruptions during the lesson Students take the responsibility for seating choices during class

OMA Program Integration RUBRIC / 2

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Integration/ Extensions	<ul style="list-style-type: none"> No carryover in classroom Limited specific vocabulary OMA only in OMA 	<ul style="list-style-type: none"> Limited carryover in a few areas of the curriculum Some use of vocabulary OMA mentioned in teacher newsletter 	<ul style="list-style-type: none"> Adequate carryover in some areas Mastery of specific vocabulary in selected areas Communication based on OMA skills reaches home 	<ul style="list-style-type: none"> Extensive carryover in classroom Wide-spread integration of vocabulary between OMA and classroom OMA reaches into the home with suggested activities
Communication (Internal/external)	<ul style="list-style-type: none"> Always calls OMA music Communication between teacher, AIS, and artists are rare Never communicates OMA program to parents No parent involvement in OMA program Teachers and parents not present at OMA functions No regular planning meetings between AIS, teachers, artists, administrator Rarely responds to emails Rarely reschedules if a session is missed 	<ul style="list-style-type: none"> Seldom calls OMA music Communication between teacher, AIS, and artists is seldom Seldom communicates OMA program to parents Rare parent involvement in OMA programs Some parents come to one annual INFORMance Some planning between AIS, teachers, artists, administrator Seldom responds to emails Seldom reschedules if a session is missed 	<ul style="list-style-type: none"> Calls OMA "OMA" Communication between AIS, artists, and teachers is adequate Usually communicates OMA programs to parents Parents are often involved in OMA program Notes by principal and teachers in newsletters Planning meetings as needed between AIS, teachers, artists, administrator Usually responds to emails Usually reschedules if a session is missed 	<ul style="list-style-type: none"> Can clearly define OMA (Opening Minds through the Arts) and always refers to it as OMA Communication between AIS, artists, and teachers is excellent Always communicates OMA program to parents in conferences and newsletters Parents are fully involved in OMA program Artists and OMA represented at Open House or Curriculum Night Regular planning meetings between AIS, teachers, artists, administrators Always responds to emails in a timely manner Always reschedules if a session is missed

Created by the OMA school team at Hudlow Elementary School, Tucson, AZ 10/15/08. The team recommends that each OMA school team develop a version of this rubric that aligns with the unique characteristics of its school community.