



Arts Liaison Leadership Development: Arts Integration Strategies

	Little time	Some time	Ample time
Little buy-in	Determine interest in (and barriers to) integration work with a brief survey and/or conversations with peers and/or administrators.	Invite peers and administrators to see classwork, exhibits, and performances; create simple interaction mechanisms to encourage connections (e.g., <i>response forms, discussion prompts</i>).	Present and model integrated unit/event strategies and content to peers and administrators, emphasizing the benefits of arts integrated teaching and learning.
Some buy-in	Work on an integrated unit or event with an interested teacher, using strategies that involve little meeting or co-teaching time (e.g., <i>complementary units</i>).	Work on an integrated unit or event with an interested teacher, using strategies that involve some meeting or co-teaching time (e.g., <i>complementary units or an adapted unit</i>).	Work on an integrated unit or event with an interested teacher, meeting regularly and co-teaching where applicable.
Ample buy-in	Work on integrated units and/or events with different peers during the year, using strategies that involve little meeting or co-teaching time.	Work on integrated units and/or events with different peers during the year, using strategies that involve some meeting or co-teaching time.	Work regularly with different peers across the year to co-plan and co-teach integrated units and/or events.

Some Integrated Unit Options

Common Unit

Teachers create a single unit used by both teachers in their class(es), integrating each other's discipline/subject (and, optionally, integrating other disciplines/subjects).

Complementary Units

Teachers collaborate to create separate units for their class(es), integrating each other's discipline/subject (and, optionally, integrating other disciplines/subjects).

Adapted Unit

Teachers collaborate to adapt a single unit (used by one of the teachers) into a unit that integrates each other's discipline/subject (and, optionally, other disciplines/subjects), **or** blend elements of units that they each use into a single integrated unit.