**Dear K-12 Teacher,**

Thank you for your time in completing this form. Please be as honest and as specific as possible; your responses will be important in our understanding of this teaching artist’s work.

After completing this form, please mail it directly to: Washington State Arts Commission

Attention: Teaching Artist Roster

P.O. Box 42675

Olympia, WA 98504-2675

Or, you may email it to: [hannah.dahlke@arts.wa.gov](mailto:hannah.dahlke@arts.wa.gov)

Forms must be received by the application deadline: **July 1, 2019**.

Questions? If you have any questions regarding this form, please contact Lisa Jaret, Arts in Education Program Manager at the Washington State Arts Commission, at 360-586-2418 or [lisa.jaret@arts.wa.gov](mailto:lisa.jaret@arts.wa.gov).

**How to complete this form:**

* Please place your curser in the gray boxes to type; the boxes will expand as needed.
* To put an “x” in a check box: double-click on the box and you will get a pop-up window; change the default value from “not checked” to “checked” and then click OK.
* If you plan to email this form, please save it with the applicant’s name in the file name, i.e., “Smith Teaching Artist Evaluation Form.doc”
* If you have any questions, please email [hannah.dahlke@arts.wa.gov](mailto:hannah.dahlke@arts.wa.gov)

|  |  |
| --- | --- |
| **Your Name** | |
| **Email Address** | **Phone: Home Cell Work**  **(**   **)**     -      ext. |
| **Name of School** | **School District** |
| **Your Primary Teaching Role** *(i.e. 4th grade; 11th grade English; K-8 music specialist, etc.)* | |

|  |  |
| --- | --- |
| **Name of Teaching Artist applying to the Roster:** | |
| **What was the primary artistic discipline of this workshop/residency? (Check ONE area)**  **Dance**  **Literary Arts  Media Arts**  **Music**  **Theatre**  **Visual Arts** | |
| **Was there a specific focus or title for this workshop or residency?** | |
| **Subject area of class in which the workshop took place:** | **Grade Level(s) of students in this class:** |
| **Total duration of workshop or residency (number of hours, days, weeks, etc.)** | |
| **Date(s) and year of workshop/residency on which this evaluation form is based:** | |

**1. In the past 5 years, approximately how many other Teaching Artists have you had in your classroom or observed in other classrooms/settings?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 1-2 | 3-5 | 6-9 | 10+ |

**2. How would you rate this Teaching Artist in comparison to your previous experiences?**

# 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Excellent* | *Above Average* | *Average* | *Below Average* |
| Level of Preparation |  |  |  |  |
| Lesson Delivery |  |  |  |  |
| Classroom Management |  |  |  |  |
| Collaboration w/ Teacher |  |  |  |  |
| Engagement of Students |  |  |  |  |
| Quality Learning Experience |  |  |  |  |

**3. What were the key arts learning goals for this workshop/residency?**

|  |
| --- |
| a) |
| b) |
| c) |

**4. Which Arts Standards were addressed? Below is a list of the 11 Anchor Standards that apply to all art forms. Check any that you think were specifically addressed in this workshop/residency, and briefly describe one activity that supported that standard.** *(Example: the students moved in patterns to explore line and shape.)*

|  |  |  |
| --- | --- | --- |
| ***✓ ?*** | ***Arts Anchor Standard*** | ***Activity Example*** |
|  | 1. Generate and conceptualize artistic ideas and work. |  |
|  | 2. Organize and develop artistic ideas and work. |  |
|  | 3. Refine and complete artistic work. |  |
|  | 4. Select, analyze, and interpret artistic work for presentation. |  |
|  | 5. Develop and refine artistic techniques and work for presentation. |  |
|  | 6. Convey meaning through the presentation of artistic work. |  |
|  | 7. Perceive and analyze artistic work. |  |
|  | 8. Interpret intent and meaning in artistic work. |  |
|  | 9. Apply criteria to evaluate artistic work. |  |
|  | 10. Synthesize and relate knowledge and personal experiences to make art. |  |
|  | 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |  |

**5. How did the teaching artist assess student learning in the arts?**

**6. How did the teaching artist create opportunities for students to reflect on their work?**

**7. What level of collaboration and joint planning was there between you and the teaching artist?**

**Significant:** extended communication; collaborated on goals, delivery, and assessment methods

**Moderate:** sufficient communication to have shared goals and understanding for workshop

**Minimal:** brief communication to address logistics and topics

**Please comment on your collaborative process with the teaching artist:**

**8. What are this teaching artist’s *distinctive* strengths?**

**9. What are this teaching artist’s limitations?**

**10. OPTIONAL: What other subject areas did this workshop/residency address, if any? Please give a specific example of how the teaching artist addressed skills or concepts in both arts and a non-arts subject.** (Integrating other subject areas is not a requirement for the Roster of Teaching Artists; please skip this question if you did not observe a lesson that was integrating multiple subject areas.)

##### **Teaching Artist Practices in the Classroom**

This chart addresses how the teaching artist works with students.

##### Please check the appropriate column for each item; add specific comments as possible.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***The Teaching Artist…*** | **Excellent** | Good | Needs improvement | **Not observed** | COMMENTS |
| 1. Gives clear directions to students |  |  |  |  |  |
| 1. Engages all students in the lesson |  |  |  |  |  |
| 1. Keeps students engaged during transitions |  |  |  |  |  |
| 1. Uses appropriate strategies for redirection |  |  |  |  |  |
| 1. Demonstrates developmentally appropriate approach |  |  |  |  |  |
| 1. Addresses multiple learning styles |  |  |  |  |  |
| 1. Demonstrates understanding of student population |  |  |  |  |  |
| 1. Uses appropriate energy / demeanor |  |  |  |  |  |
| 1. Emphasizes key vocabulary related to the arts learning objectives |  |  |  |  |  |
| 1. Gives all students opportunities to ask questions |  |  |  |  |  |
| 1. Gives appropriate feedback to students |  |  |  |  |  |
| 1. Manages time effectively; allows adequate time for students to complete tasks |  |  |  |  |  |

**Thank you for your time!**

***\* Please send this form directly to the Washington State Arts Commission \****