

Pennsylvania Council for the Arts Artist Residency Program
Arts in Education Partners
Assessment Form for Artist Observation

Artist's name

Observation site

Grade level

Observer's name

Date observed

Artistic Discipline

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Dance | <input type="checkbox"/> Music | <input type="checkbox"/> Media Arts |
| <input type="checkbox"/> Opera/Music Theater | <input type="checkbox"/> Theater | <input type="checkbox"/> Interdisciplinary Arts |
| <input type="checkbox"/> Visual Arts | <input type="checkbox"/> Design Arts | <input type="checkbox"/> Literary Arts |
| <input type="checkbox"/> Craft | <input type="checkbox"/> Photography | <input type="checkbox"/> Folk Arts |

Rubric Criteria: This assessment will use the Pennsylvania State Standards Rubric to evaluate prospective roster artists. This is a four point scale with a generalized criteria listed below:

- 4 **Advanced;** exceptional artistry, exceeds expectations in presenting and implementing goals and objectives of teaching and learning; functions at a high level of classroom performance; demonstrates originality and creativity

- 3 **Proficient;** meets requirements for the most part for good artistry; demonstrates understanding of teaching objectives and goals, gives solid performance implementing them but does not exceed expectations

- 2 **Basic;** demonstrates partial or some understanding of the goals and objectives of teaching and learning in the classroom; performance or implementation is below average.

- 1 **Below basic;** fails to achieve all or all most all of the requirements for solid understanding of presenting the goals and objectives of teaching and learning in an artist residency

- NA **Non-applicable**

TEACHING METHODOLOGY

4 3 2 1 NA

Use of a lesson plan was apparent.

Workshop goals were clearly presented in a sequential way.

Teaching artist was able to immediately attract students' interest in workshop activities.

Materials and lesson plan were age appropriate.

Materials were presented in a way that enabled students to immediately understand what they were to do and how to do it.

Teaching artist had planned the use of time for the workshop well including time for closure and time for clean up.

Workshop was experiential with hands on activities.

Teaching artist used a variety of activities that were well paced.

Activities of workshop demonstrated teaching artist's imaginativeness and creativity.

