

How Do We Know a Good Arts Education Program When We See It?

Grantmakers in the Arts – October 11, 2011

Presenters:

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Group Activity Notes -- Observation Protocol Rubric

ESSENTIAL INGREDIENT (List to be refined according to program goals)	VISUAL CLUE	KEY STAKEHOLDER(S)	LEADING QUESTIONS
Student engagement	No wiggling, not always looking at the camera, multiple people are asking questions	Classroom teacher, students, parents, visiting artist, other funders	How does this session compare to what you usually experience? Could you describe what students actually do (sitting? Moving?)? Are the same students leading the activity? How clear are the expectations/What are the expectations?
Classroom teacher engagement	Sitting in the back of the room grading papers, or are they actively engaged?	Teacher, students, administrator (principal)	What is the teacher's role? What is the teacher's understanding of their role? Is the teacher happy that you're there? Does the teacher know what the students are supposed to be learning? What are the key takeaways from the teacher – what will happen when the artist leaves? Is the teacher thinking of ways to connect what is happening to other areas of the curriculum? Has the teacher learned something about a student (a-ha moment)?
Positive learning environment	There is space for students to move, it is physically safe. Students are allowed to be themselves	Administrators, teacher	(see visual clues, turn into questions). Is there a dedicated space for class/dedicated equipment? Is this lesson taking classroom time? Is that being supported by the principal? What do you need to continue this work in the classroom/what did you

	without fear. There is a regular space for the activity to take place. There is art around you, arts supplies. Equipment is well-maintained and accessible.		take away from this that you can continue to use in the classroom?
Potential for (student) growth – building student creativity (depending on program goals)	Teaching style nurtures creativity, allows students to make/ express their own artistic choices.	Teaching artist, teacher	Can you describe how students have changed through their participation in this program?
Commitment and support from school administration	Joint planning time teacher/teaching artist. Administrator familiarity with project goals. Project outcomes included in school site plans.	Administrator	What will change at your school/site as a result of this program? What will happen after support for this program ends?
Joint planning time teacher/teaching artist	Teacher is present and engaged in activities.	Administrator, teacher, teaching artist	Can you describe the process of collaboration? What does that look like?
Aligned with content standards	Written lesson plan citing content standards.	Teacher, teaching artist	How is the project meeting the required content standards? How are the students and teachers held accountable for their learning/teaching? In other subject areas, what are the accountability mechanisms?
Evidence of student learning	Before/after samples of student work; grading rubrics	Teachers, students, parents, administrators	How is the student learning made visible? How are parents informed of the project's goals and outcomes?