

04A

FOCUS AREA 4: CONTINUOUS QUALITY IMPROVEMENT Component 4A: Conduct Evaluation

COMPONENT GOAL: Teaching Artists plan for the future by inviting critical feedback used to inform future practice.



Characteristics of Practice

COMPONENT

CHARACTERISTICS OF PRACTICE

Evaluate Programs

Teaching Artists engage in a regular process of self-reflection leading to informed action. They pose questions of themselves after each teaching experience, for example:

- Did I model good artistic practices for students, and how?
- Did I experience assumptions or bias during this teaching experience at all?
- Did anything cause uncomfortable feelings for me, and why? How did I react?
- How did I present myself, and how did that presentation inform interactions and relationships?

Teaching Artists also invite feedback from critical stakeholders regarding their own performance such as:

- Identifying opportunities for growth
- Collecting feedback on student learning, and experience
- Analyzing results of formal and informal observations by Master Teaching Artists and others

Teaching Artists should also rely on the results of student assessments to inform future use in teaching by:

- Reviewing student work and portfolios as a means of understanding whether assessments are valid, the extent to which process and product have been balanced, and identify areas of improvement for the curriculum
- Evaluating each lesson or unit against the degree of student learning achieved in order to focus the curriculum on its highest impact components
- Using formative and summative assessment outcomes to design future curricula, adapt approaches to reach the diverse needs of each student, and improve efficacy of instructional strategies



Improving Practice in this Component

The following questions, organized by element, are designed to help organizations and program managers improve and sharpen current practices in this element as well as engage in professional conversations with colleagues and organizational decision-makers.

ELEMENTS

GUIDING QUESTIONS

Evaluate Programs

- How do I collect and incorporate feedback from all stakeholders?
- What skills would I place in my personal Teaching Artist toolkit, and what do I still need to develop?
- How can I best respond to student and school needs in future programming?
- How do I use the information the assessments provide?
- Did I experience assumptions or bias during this teaching experience at all?
- Did anything cause uncomfortable feelings for me, and why? How did I react?
- How did I present myself, and how did that presentation inform interactions and relationships?



Demonstrating Growth in this Component

Teaching Artists have multiple opportunities to gather tools as evidence and demonstrate practice in this component. The following provides examples, rather than an exhaustive listing, of how Teaching Artists can showcase their teaching practice.

OBSERVATIONS

Evidence of this component can be found during pre-observation conversations, as Teaching Artists speak to the ways in which previous evaluation and learning has informed the type, style, and content of instruction today.

SUPPORTING DOCUMENTS

Teaching Artists have multiple opportunities to gather tools as evidence of practice in this component. The supporting documents below can serve as artifacts and evidence of practice, and can be shared during professional conversations, uploaded to *artlook*,[®] or gathered during an observation. The following provides examples, rather than an exhaustive listing, of how Teaching Artists can showcase their practice.

- Formative and summative assessments
- Lesson plans
- Assessment criteria
- Criteria posters/charts
- Student work and student benchmarks
- Personal inventory of self