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CONDUCT EVALUATION

GOAL: Teaching Artists plan for the future by using critical feedback to inform future 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?
- 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 or others

Teaching Artists should also rely on the results of student assessments to inform future 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
- Utilizing 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

