

Evaluation Packet



The goal of this evaluation strategy is to analyze four key aspects of the Collaborating Artist Program (CAP). These four aspects are Student Engagement, Student Learning, Perceptions, and Program Design. Analysis of these aspects will provide important insights to the strengths and weaknesses of CAP. Both qualitative and quantitative data will be utilized.

When all data has been collected and analyzed, it will be formatted in a report to illustrate the results of CAP. Some individual results may be highlighted, but the main goal is to observe trends in the data from the group as a whole.

As a CAP participant, your insights are crucial in the evaluation process. Teachers and Teaching Artists will be asked to complete two surveys, evaluate student learning using a rubric, and provide verbal feedback through a panel review (recorded and submitted at the end of the residency). Teaching Artists will be asked to provide daily journal entries and documented student work samples accompanied by lesson plans and evaluation instruments.

Surveys

A survey will be completed before and after CAP. These surveys are designed to capture your opinion. There are no right or wrong answers; it is your individual opinion that matters. Pre-Residency Surveys will be distributed during the Planning Day. Post Surveys will be sent to each school following the residency and should be completed within 30 days. Your responses will be coded anonymously. Please provide an answer to each question, choosing the answer that is the best reflection of your opinion.

Rubrics

Rubrics will be used to guide and record student learning assessments. Please utilize the designated planning time to discuss the use of rubrics.

Journals

Teaching Artists will be provided with a journal outline, and asked to make daily journal entries. There will be some guided questions, and room for open comments. Please do not feel limited by the questions asked, and feel free to provide your own insight. However, it is very important to provide answers to all questions.

Panel Discussion

At the end of each residency, all team members will be asked to participate in a panel discussion. The purpose of these discussions is to hear your opinions of the CAP experience, consider future growth, and raise awareness of any obstacles you may have experienced. The discussion will be moderated, and specific questions will be posed to the group. However, there will be ample time for free discussion.

CAP Evaluation Outline

A) Student Engagement

Indicators: 1) On-Task Behavior 3) Discipline

Tools of Measurement: Surveys, Artist Journal, Student Engagement rubric /scoresheet

B) Student Learning

Indicators: 1) Comprehension of targeted non-art goal 2) Comprehension of targeted art goal

Tools of Measurement: rubric, student work assessment

C) Perceptions

Indicators: 1) Value of arts as a teaching tool 2) Impressions of arts integration 3) Value of creativity/ arts in employment 4) Value of creativity/arts in education

Tools of measurement: journals, surveys, panel discussion

D) Program Design

Indicators: 1) Planning 2) Execution 3) Communication 4) Expectations and Outcomes

Tools of measurement: surveys, journals, panel discussion

Performance Task Rubric Template

Arts Content	4	3	2	1
Skill(s)	Performs skill(s) with accuracy and without hesitation	Performs skill(s) with some accuracy, a few mistakes, and some tentativeness	Performs skill(s) with many inaccuracies, and little confidence.	Is unable or unwilling to perform the skill(s) at all.
Knowledge	Understands the arts elements and applies them while creating the work.	Understands the arts elements, but has a little trouble applying them in the created work.	Understands art elements slightly but unable to apply the elements, for the most part.	Shows no understanding of the arts elements or how to apply them.
Non-Arts Content	4	3	2	1
Skill(s)	Performs skill(s) with accuracy and without hesitation	Performs skill(s) with some accuracy, a few mistakes, and some tentativeness	Performs skill(s) with many inaccuracies, and little confidence.	Is unable or unwilling to perform the skill(s) at all.
Knowledge	Understands the non-arts elements and applies them while creating the work.	Understands the non-arts elements, but has a little trouble applying them in the created work.	Understands the non-art elements slightly but unable to apply the elements, for the most part.	Shows no understanding of the non-arts elements or how to apply them.
Creative Problem Solving	Found an unusual and successful way to create, making clear connections to arts and non-arts content	Related arts and non-arts content well, with some confusion, but in an interesting way.	Related arts and non-arts content in a confused way, and used few ideas beyond those given as directed.	Did not relate arts and non-arts content, nor complete the assignment successfully.

Performance Task Rubric Template

Arts Content	4	3	2	1
Skill(s)				
Knowledge				
Non-Arts Content	4	3	2	1
Skill(s)				
Knowledge				
Creative Problem Solving				



ARTIST JOURNAL



Date

Did you experience any successes or challenges with student engagement today?

Please describe.

Did you experience any successes or challenges with your learning goals today?

Please describe.

What was the most positive experience for teaching and learning that occurred today?

Please describe.

What was the most challenging experience for teaching and learning that occurred today?

Please describe.

Do you see any need to modify instruction in the future? How and why?

Please describe.

Were you able to execute your entire lesson plan for the day?

If not, please describe the situation.

Collaborating Artist Program: Panel Review

Discussion Questions

Sample Third Grade Reading Comprehension and Song Writing.
Please modify for grade level and subjects taught.

- Students:** I know you have been working hard to learn about reading with Mr. ----- . Why do you think we decided to do that?
Adults: Did you notice students making any new connections to the reading curriculum during this experience? Describe?
- Students:** The Arts Council paid Mr. -----'s salary to work with you for the last three weeks. If that were your money, would you say you got your money's worth? Why? What happened?
Adults: How valuable was this experience for you?
- Students:** How many of you think that you are now a creative songwriter? Do you think you will continue to write songs after we leave?
Adults: Do you think teaching reading along with song writing helped students become more creative as artists and songwriters?
- Students:** Did you feel comfortable doing everything that was asked of you? Was it fun? Did you always want to participate? Why? Why not?
Adults: Did you feel that the program was accessible to the students? What demonstrated this to you?
- Students:** Was it ever too easy or too hard? Or was it just right? Why? What happened?
Adults: Was it appropriately challenging? What demonstrated this to you?
- Students:** Is there anything that happened that you will always remember? Will you share that with us?
Adults: What unique benefits did this experience offer?
- Students & Adults:** Did anything happen that surprised you? Please share?
- Students & Adults:** What was your favorite thing that happened?
- Students & Adults:** If you were in charge, what would you change?
- Teachers & Artist:** Do you think this experience will change anything about the way you teach or learn in the future?
Students: Was there anything new about the way your teachers worked with you that you would like them to keep doing?
- Students:** What have you told other students, friends and your parents about this program?
Adults: What would you say to other teachers or schools that are considering applying for this program?
- Both:** Would you like to participate in another program like this? Why or why not?