



Hawai'i State Foundation on Culture & the Arts
Arts Education Program
Artistic Teaching Partners Roster Application
2013



GUIDELINES & INSTRUCTIONS

The application forms are Word documents, downloadable at <http://hawaii.gov/sfca/forms.html>. Scroll down to 'Artistic Teaching Partner Forms and Documents,' below 'Arts Education.'

Introduction to the Hawai'i State Foundation on Culture and the Arts (HSFCA) and the Arts Education Program

The mission of the HSFCA is: to promote, perpetuate, preserve and encourage culture and the arts, history and the humanities as central to the quality of life of the people of Hawai'i.

The purpose of the Arts Education Program is to advance the goal of ensuring that the arts are integral to the education of every student in Hawai'i. The Arts Education Program collaborates with government entities such as the state Department of Education and the University of Hawai'i, and with statewide non-profit arts organizations to support a wide array of arts education activities and services throughout the state.

What is the HSFCA Artistic Teaching Partners (ATP) Roster?

The ATP Roster is an adjudicated directory of Hawai'i professional teaching artists qualified to work in educational settings. The ATP Roster can be accessed on the HSFCA website: www.hawaii.gov/sfca under 'Education' or by clicking [here](#). Schools applying for an Artists in the Schools (AITS) grant are required to use a teaching artist from this roster. (Go to HSFCA website for more information on [AITS Program](#).) The roster also serves as a resource for non-school organizations seeking qualified arts professionals for arts and educational programs.

What is an Artistic Teaching Partner?

Artistic Teaching Partners (ATP) are accomplished individual artists or non-profit arts organizations that deliver arts programs to schools; both exemplify artistic excellence as well as excellence in the engagement of students in the creative process.

Artists approved as Artistic Teaching Partners are qualified to:

- Conduct in-depth, standards-based residencies in K-12 schools in programs such as the Artists in the Schools Program.

With appropriate professional development, Artistic Teaching Partners may be invited to:

- Mentor teachers and artists in developing and teaching standards-based arts integrated lessons; and/or
- Develop and present professional development workshops for teachers and artists.

Inclusion on the ATP Roster provides artists a way to promote themselves to schools and other organizations in the state. It is not a guarantee of employment. There are annual requirements for maintaining active status on the roster.



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Who Can Apply for the Artistic Teaching Partners Roster?

Hawai'i artists and non-profit arts organizations in the artistic disciplines of dance, drama (includes puppetry and storytelling), literary arts, music, or the visual arts may apply. Submittal of a Letter of Intent and resume is the first requirement. After panel and staff review of these materials, a limited number of applicants will be invited to submit a full application.

What are the Eligibility Requirements?

Individual Artists:

- Accomplished artist
- Legal resident of the State of Hawai'i at the time of application
- Must not be enrolled in a directly related undergraduate degree program of study
- Must have a minimum of three years teaching experience in K-12 schools prior to application

Arts Organizations:

- A not-for-profit [501(c)(3)] arts organization with an arts education program staffed by professional artists and/or arts educators who are Hawai'i residents
- Must have an office in the State of Hawai'i
- Must have a minimum of three years teaching experience in K-12 schools prior to application
- Must have a designated person who is qualified to oversee professional development of the organization's teaching artists and can guarantee their qualifications

HSFCA determines eligibility for the Artistic Teaching Partner Roster, the decision for which is final.

The Artistic Teaching Partner application is a 4-Step Process

- Step 1: Submit Letter of Intent to apply and current resume
- Step 2: Artistic Excellence Review
- Step 3: Educational Excellence Review
- Step 4: Teaching Artist Observation

The peer review committees will include at least one professional artist in the applicant's arts discipline.

Applicants must be recommended at all four steps of the review process to be approved as an Artistic Teaching Partner. Successful applicants would be eligible to teach in the 2014-2015 school year.



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STEP 1
Letter of Intent

The first step in the ATP Roster application process is to submit:

- **Letter of Intent** form along with,
- current resume (no more than 4 pages; include educational background, professional career as an artist and experience as a teaching artist).

Mail to: Artistic Teaching Partner Application
Hawai'i State Foundation on Culture and the Arts
Arts Education Program
250 S. Hotel Street – 2nd Floor
Honolulu, HI 96813

The postmark deadline is June 28, 2013

Applications must be postmarked by the deadline or hand-delivered to the HSFCA office by 4:00 p.m. of the stated deadline.

Late, faxed, or emailed applications will not be accepted.

A panel will review all of the Letters of Intent and Resumes. Qualified applicants will then receive an invitation to move forward to Steps 2 and 3. **Do not proceed to Steps 2 and 3 until you receive notification from HSFCA to do so.**

STEP 2 through STEP 4

Artistic Teaching Partner applicants invited to submit additional documentation materials must include the following:

- Evidence of Artistic Excellence – *see Step 2 below for instructions*
- Evidence of Educational Excellence – *see Step 3 below for instructions*
- **References** form and 3 letters; none prior to 2008
 - One reference of artistic excellence
 - One reference of teaching excellence
 - One reference of applicant's choice
- Organizations must submit a copy of their IRS 501(c)(3) Letter of Determination.



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STEP 2
Artistic Excellence Review - Instructions

Artistic Teaching Partner applicants who are invited to continue on to Steps 2 and 3 must submit work samples that attest to the applicant's artistic excellence. Organizations must submit materials reflecting the artistic excellence of their teaching artists.

Explain how the work samples you are submitting are evidence of your artistic excellence using the [Arts Documentation Explanation](#) form. **Do not** submit documentation of your work as a teaching artist.

General Information for Artistic Excellence Documentation Submissions:

- Documentation should reflect your best professional work.
- Documentation should show the depth and range of your work that clearly characterizes your artistic excellence.
- Submit documentation of high quality. Images or DVDs that are poorly lit, CDs with background noise, etc. will hinder the panel's ability to review your documentation accurately.
- An artist may apply in more than one arts discipline.
- A separate application with appropriate documentation must be included for each artistic discipline for which an artist is applying.
- Acceptance in one artistic discipline does not automatically assume acceptance in all the artistic disciplines for which an artist is applying.
- You may want to send your documentation materials by a mailing service that has tracking capabilities, such as certified, priority, UPS, etc.
- Put your name on all documentation materials.
- Documentation materials will be returned to applicants provided appropriate self-addressed stamped packaging is included with submitted documentation materials.

Work samples will be accepted in the following formats:

- DVDs: 10 minutes maximum that may include 2 to 3 contrasting selections. Submit only one DVD, with segments of different work on different tracks. For group performances, clearly identify yourself on each segment of the DVD. For example, you might identify yourself by placement on the stage, by describing your clothing, the instrument you are playing or your role. Use the [Performing or Literary Arts Documentation](#) form.
- Digital images on a CD for ten (10) separate works of art. Put in the order you wish them viewed, matching the [Visual Art Documentation](#) form. Detail images are acceptable, but not more than two or three views of the same work (detail images **do not** count as part of the 10 works of art.) Collaborative work needs to be clearly explained as to the artist's specific role in the work. On the Visual Art Documentation form, submit the title, media, dimensions, description, and the year the artwork was completed.



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- Manuscripts, Scripts, Poems: 10 to 15 pages of prose, poems, or scripts. May include selections of more than one work but not more than 15 pages total. Submit typed examples of your work. Number the pages consecutively at bottom of page and do not staple or bind the pages. Use the [Performing or Literary Arts Documentation](#) form.
- Audio CD: 10 minutes maximum that may include 2 or 3 contrasting selections. Submit only one CD, with segments of different work on different tracks. For group performances, clearly identify which instrument or voice is yours. Use the [Performing or Literary Arts Documentation](#) form.

Specific Documentation Requirements for Each Discipline:

- *Dance*: Submit one DVD with 5-10 minutes of excerpts of your work; you may want to include 2 or more contrasting selections. Please identify yourself as the performer or choreographer in these selections. Submit with the [Performing or Literary Arts Documentation](#) form.
- *Literary Arts*: 10-15 pages of prose, poems or scripts. Submit with the [Performing or Literary Arts Documentation](#) form.
- *Music*: Instrumentalists and vocalists submit one CD with 5-10 minutes of excerpts of your work; may want to include 2 or more contrasting selections. Please identify yourself as the performer, composer, arranger, etc. in these selections. Submit with the [Performing or Literary Arts Documentation](#) form.
- *Drama*: (includes puppetry) Submit one DVD with 5-10 minutes of excerpts of your work in which you act or direct, or of a performance of a dramatic script written by you. You may also choose, if applicable, to submit 10-15 pages of a script written by you. Submit with the [Performing or Literary Arts Documentation](#) form.
- *Storytelling*: Submit a CD or DVD with 5-10 minutes of excerpts of your work. Provide the titles and sources of your stories. We recommend that at least one of the stories be of your own creation and not an adaptation of a well-known folk tale or story. Submit with the [Performing or Literary Arts Documentation](#) form.
- *Visual Arts*: (includes, but is not limited to painting, sculpture, clay, fiber art, printing, film or video, photography, mixed media, installations, digital graphics, cartooning, drawing). Submit CD with images of 10 different pieces of your works of art with no more than 2 details of each artwork and no more than 20 images total. If film, submit DVD with 5-10 minutes of excerpts of your work. Submit with [Visual Art Documentation](#) form.

See "Step 2 Evaluation Form: Artistic Excellence" for evaluation form panel uses.

If your art form does not readily lend itself to the media described above, please contact the HSFCA at 808.586.0768.



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**STEP 3
Educational Excellence Review - Instructions**

Applicants invited to continue on with Steps 2 and 3 are required to submit a sample 8-lesson Unit Plan outline and one detailed lesson plan from that unit. Applicants will be scheduled for an interview with a panel of experienced arts education peers. Arts organizations must be represented by their education directors.

Artists in the Schools residencies are usually 8 sessions. Design an 8-session residency and summarize it in the **Unit Plan** form. Choose one of the lessons in the unit to describe in detail, using either the **Arts Lesson** or the **Arts Integrated Lesson** form. Use the "Arts Lesson" form if you are designing an arts-only lesson. Use the "Arts Integrated Lesson" form if you are designing an arts lesson that integrates content from another area of the school curriculum, e.g. language arts, science, social studies, math.

The Educational Excellence interview is a dialogue between the peer-panel and the applicant regarding the applicant's arts teaching experience with particular attention to how the applicant engages students in the creative process of his/her discipline.

Applicants will discuss the sample lesson plan and unit plan that they submitted with their application. Be prepared to also discuss your educational and artistic philosophy, the artist's role vs. the classroom teacher's role, etc. Interview process is 30 to 60 minutes. See "Step 3 Evaluation Form: Interview" for interview questions. Applicants accepted at the Education Excellence Review level will be scheduled to teach a sample lesson in a classroom situation (Step 4).

**STEP 4
Teaching Artist Review**

Applicants who are successful at Steps 2 and 3, will be observed teaching their sample lesson in a classroom. Artist will be evaluated as to how well he or she engages all students in the creative process through a well-planned, standards-based fine arts lesson. Communication and instructional skills, classroom management, preparedness, flexibility, punctuality are important considerations in the evaluation process. See "Step 4 Evaluation Form: Artist Observation."

After Step 4 is completed

ATP Roster applicants who successfully complete all four steps of the application process will be notified of their acceptance as an Artistic Teaching Partner. They will be requested to sign a Memorandum of Understanding.

Artistic Teaching Partners shall submit a photo and artistic and educational information to be included on the on-line ATP Roster. The Roster will be available on-line at http://hawaii.gov/sfca/pdf/AITS_Teaching_Artist_Roster_2013-2014.pdf, and also on the Hawai'i Arts Alliance website www.hawaiiartsalliance.org.

Artists and arts organizations are responsible for updating their information for the website via email to Vivien Lee, HSFCAs Arts Program Specialist: vivien.lee@hawaii.gov.



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Artistic Teaching Partners Selection Criteria

Panelists' evaluation of applicants will consider the following:

Artistic Excellence and Experience

- Has formal training and/or extensive experience in an arts discipline
- Demonstrates a high level of quality in one or more artistic disciplines.
- Maintains a healthy body of work as appropriate to the art form and cultural community

Teaching Excellence and Experience

- Demonstrates a high level of teaching skill with K-12 public school students of diverse characteristics, abilities and interests
- Uses developmentally appropriate teaching strategies to engage students in the creative process
- Developed a lesson plan that is based on fine arts standards and introduces vocabulary, concepts, skills and techniques of their art form through creating, performing/exhibiting and responding/reflecting
- Has classroom management skills, is dynamic, paces activities appropriately
- Gives feedback to students that prompts quality work
- Is flexible and makes adjustments in teaching method or use of resources if the classroom situation requires change
- Can make connections between the arts and other academic subjects

Communication and Organizational Skills

- Is articulate and informative in written and verbal responses to application questions
- Communicates effectively with students and teachers
- Is organized, on time, prepared, etc.

Other

- Has credible and appropriate references, and strong letters of recommendation
- Overall application is complete and of high quality

Helpful Resources

Evaluation documents that panel uses (pdfs attached):

1. **Step 2 Evaluation Form: Artistic Excellence** (for individuals)
2. **Step 2 Evaluation Form: Artistic Excellence** (for organizations)
3. **Step 3 Evaluation Form: Interview** (for individuals)
4. **Step 3 Evaluation Form: Organization Interview** (for organizations)
5. **Step 4 Evaluation Form: Artist Observation**



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Other web resources that may be helpful:

1. ARTS FIRST Toolkit - <http://www.hawaiiartsalliance.org/index.php/center/toolkit/>
2. Hawaii Content and Performance Standards III (HCPS III) and Common Core Standards <http://standardstoolkit.k12.hi.us/>

Maintaining ATP Roster Status

Upon acceptance on to the ATP Roster, the artist or arts organization shall sign a Memorandum of Understanding that includes the following agreements:

- I will attend an Artistic Teaching Partner orientation session with the HSFCA arts education coordinator within 2 months of placement on the ATP Roster.
- I will attend at least one professional development (PD) opportunity per year, the selection of which is determined by HSFCA. If it is not possible to attend PD offered by the HSFCA, I will attend alternate PD, which has been pre-approved by HSFCA. If asked, I will provide evidence of such attendance.
- I will work with a school to apply for an Artists in the Schools grant at least once every year, or be a presenter at an HSFCA-approved professional development workshop for classroom teachers or teaching artists at least once every year.
- I will complete and submit required reports, evaluations, and/or documentation for each residency in a timely fashion to the HSFCA Arts Education Program.
- I will submit updated contact information to HSFCA Arts Education Program in a timely fashion.

AND shall:

- When asked, provide lesson plans for residencies and demonstrate the ability to execute them in an educational setting as observed by an ATP evaluation team.
- Maintain career as a professional artist.
- Adhere to the policies and statutes of the State of Hawai'i, the Hawai'i Department of Education and the Hawai'i State Foundation on Culture and the Arts.

Questions?

Please call Vivien Lee, Arts Program Specialist (808.586.0768), or email vivien.lee@hawaii.gov



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About the Hawai'i Artists in the Schools (AITS) Residency Program

Since 1969, the Artists in the Schools Program has been an integral part of the Hawai'i Department of Education. In 2007, responsibility for the AITS Program was transferred to the Hawai'i State Foundation on Culture and the Arts (HSFCA). Each Spring, all public schools, including public charter schools are eligible to apply for an AITS grant of up to \$6,000. AITS is supported by state general funds with matching funds from the Hawai'i Community Foundation.

Schools applying for an AITS grant are required to use an artist from the HSFCA Artistic Teaching Partners (ATP) Roster of accomplished artists and arts organizations who have successfully completed a rigorous application process. Artists are not DOE or HSFCA employees; they are independent contractors.

In an AITS residency, the teaching artist engages a core group of students (core group = same group of students for all lessons) for 5 (for secondary) to 8 (for elementary) or more sessions, in standards-based fine arts lessons—visual arts, dance, drama, music, and literary arts—that connect to other core curriculum and/or provide enrichment to the school's arts program. The purpose is not only to spark students' awareness of and interest in the arts, but also to develop students' knowledge and skills in the arts. The emphasis is on students *doing* art.

Compensation

- Schools that receive AITS Program grants must contribute at least 10% (in cash, not in-kind) of the grant amount towards residency expenses
- Payment to artists is calculated on a per session fee. (Session = a core group of approximately 25 students in a classroom for a time period of 30 to 60 minutes.) The artist's fee is to be negotiated by the school and artist.

Residency Procedures /Requirements

- Schools proposing an AITS residency should contact an ATP Roster artist and write the application together
- Minimum of 5-8 sessions with a core group of students; does not need to be consecutive days
- Classroom teacher(s) and teaching artists should collaborate on the residency plan
- Create standards-based lesson plan for each session of the residency
- Teachers are required to be in the classroom at all times during the residency
- Must follow all DOE/school procedures
- General Excise Tax License required. Applications at the Hawai'i Department of Taxation.
- An invoice is required prior to payment
- DOE may require background checks and fingerprinting
- DOE may require a TB clearance

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Step 2 Evaluation Form: Artistic Excellence - Individuals

Applicant: _____

Panelist: _____

Criterion	Description	Low rating	_____			High rating	Notes
Practicing <ul style="list-style-type: none"> • Art work submitted • Arts Documentation Explanation 	Provides evidence of accomplishment as a practicing artist	1	2	3	4	5	
Training <ul style="list-style-type: none"> • Resume • Letters of reference 	Academic evidence or other documentation reflects high level of artistic accomplishment <ul style="list-style-type: none"> • College degree; certification • Training - professional courses • Keeping current (through professional development, classes, etc.) • Apprenticeship with master 	1	2	3	4	5	

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Step 2 Evaluation Form: Artistic Excellence - Organizations

Applicant: _____

Panelist: _____

Criterion	Description	Low rating	_____			High rating	Notes
Practicing <ul style="list-style-type: none"> • Art work submitted • Arts Documentation Explanation 	Provides evidence of the organization's teaching artists' accomplishment as practicing artists	1	2	3	4	5	

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Step 3 Evaluation Form: Interview - Individuals

Applicant: _____

Panelist: _____

Date: _____

Question	Low rating _____ High rating					Notes
1. We have viewed your evidence of artistic excellence. Tell us about your artistic roots, artistic philosophy, and sources of inspiration.	1	2	3	4	5	
2. Why do you want to share your work with children?	1	2	3	4	5	
3. Briefly share a compelling teaching experience in the classroom that has influenced you as a teaching artist.	1	2	3	4	5	
4. a. What do you want students to know as a result of your residency (e.g., vocabulary, historic content, how to care for paintbrushes, etc.)? b. What do you want students to be able to do as a result of your residency (e.g., mix colors, write an original poem, etc.)? c. What do you want students to appreciate as a result of your residency (e.g., that they can be an artist, that classical music is interesting, etc.)?	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	

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Question	Low rating High rating					Notes
<p>5. What do you think the role and responsibility of the classroom teacher should be before, during, and after your residency?</p>	1	2	3	4	5	
<p>6. Please explain your residency plan outline and how your lesson plan fits into it. (Tell us how your residency plan and lesson plan are organized, and how you embed Creating, Performing/Exhibiting, and Responding.)</p>	1	2	3	4	5	
<p>7. How do you assess students' learning during the residency?</p>	1	2	3	4	5	

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Step 3 Evaluation Form: Interview - Organization

Applicant: _____

Panelist: _____

Date: _____

Question	Low rating	_____			High rating	Notes
<p>1. We have viewed the evidence of your organization's artistic excellence. Tell us about your organization's mission and philosophy.</p>	1	2	3	4	5	
<p>2. How does your work with children fit in with your organization's mission?</p>	1	2	3	4	5	
<p>3. Who is in charge of your training and what are his or her qualifications?</p>	1	2	3	4	5	
<p>4. Referring to the materials that you have provided,</p> <p style="padding-left: 20px;">a. describe how you <i>select</i> your teaching artists.</p> <p style="padding-left: 20px;">b. describe how you <i>train</i> your teaching artists.</p> <p style="padding-left: 20px;">c. describe how you <i>evaluate</i> your teaching artists.</p>	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	

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Question	Low rating	—————			High rating	Notes
5. For each art form that your organization teaches, a. what do you want students to know as a result of your residency (e.g., vocabulary, historic content, how to care for paintbrushes, etc.)? b. what do you want students to be able to do as a result of your residency (e.g., mix colors, write an original poem, etc.)? c. what do you want students to appreciate as a result of your residency (e.g., that they can be an artist, that classical music is interesting, etc.)?	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
6. Describe how your organization develops the residency plans for and with your teaching artists.	1	2	3	4	5	
7. What is the expected relationship between your teaching artists and the classroom teachers?	1	2	3	4	5	
8. Explain the objective of your residency and how your lesson plan addresses the objective.	1	2	3	4	5	

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Questions	Low rating	_____			High rating	Notes
9. Explain the balance of Creating, Performing/Exhibiting, and Responding in your residency.	1	2	3	4	5	
10. How do your teaching artists assess students' learning during the residency?	1	2	3	4	5	

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Step 4 Evaluation Form: Artist Observation

Name of Artist or Organization _____ Location of Observation _____ Name of Classroom Teacher _____

Grade Level _____ No. of Students _____ Name of Observer _____ Date of Observation _____

Criteria	Poor -----Excellent					For Example	Notes
	1	2	3	4	5		
1. Communicates clear instructions about what the students are expected to do.	1	2	3	4	5	<ul style="list-style-type: none"> - Introduces focus of lesson. - States and repeats expectations. - Models examples. - Checks for student understanding. - Uses and refers to visual materials (chart paper, posters, etc.). - Defines procedures for discussion. - Uses age appropriate vocabulary. 	
2. Delivers instructions dynamically.	1	2	3	4	5	<ul style="list-style-type: none"> - Varies voice inflection and volume. - Makes eye contact with students. - Exhibits energy and enthusiasm through voice and body 	
3. Prepares the classroom in a manner that facilitates learning.	1	2	3	4	5	<ul style="list-style-type: none"> - Groups students effectively. - Materials are set up. - Utilizes classroom space appropriately. 	
4. Allows appropriate time for activities.	1	2	3	4	5	<ul style="list-style-type: none"> - Allots appropriate amount of time for each step in the lesson, given complexity of the tasks, student interest and student understanding/comprehension. 	
5. Uses appropriate sequence of activities that build toward the lesson objective.	1	2	3	4	5	<ul style="list-style-type: none"> - Includes exploration, revision, and practice/rehearsal, when sharing or performing is involved. - Each activity builds on, and unfolds logically from, prior activities. 	
6. Transitions smoothly between activities.	1	2	3	4	5	<ul style="list-style-type: none"> - Prepares students for next activity. - Moves students effectively into groups or another place in space. 	
7. Encourages individual choice and creative solutions.	1	2	3	4	5	<ul style="list-style-type: none"> - Provides multiple opportunities to explore choices. - Asks open-ended questions. - Instills confidence and ownership. - Models and encourages artistic risk-taking. 	

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8. Gives feedback that challenges students to do quality work.	1	2	3	4	5	<ul style="list-style-type: none"> - Prompts students to do things differently. - Provides specific feedback based on student work. - Asks for clarification. - Checks for understanding. - Uses questioning techniques. 	
9. Engages students in responding to artwork (student work or art exemplar).	1	2	3	4	5	<ul style="list-style-type: none"> - Provides opportunities for students to observe, describe, interpret, and/or evaluate artwork. 	
10. Uses arts vocabulary throughout the lesson.	1	2	3	4	5	<ul style="list-style-type: none"> - Uses vocabulary (elements and principles) appropriate to the art form. 	
11. Fosters an atmosphere of mutual respect and caring.	1	2	3	4	5	<ul style="list-style-type: none"> - Emphasizes cooperation, focus, responsibility, and respect. - Creates a safe environment. - Divides attention among students. - Shows sensitivity to individual student needs. 	
12. The lesson plan is based on one or more of the grade level fine arts benchmarks.	1	2	3	4	5	<ul style="list-style-type: none"> - See lesson plan. 	
13. The lesson plan was congruent with the lesson plan implementation.	1	2	3	4	5	<ul style="list-style-type: none"> - See lesson plan (Allow for situations in which artist may need to digress from lesson plan). 	
14. On-time	YES		NO (- 5 points)				
15. Dressed appropriately	YES		NO (- 5 points)				

Is there anything you would like to tell us about your lesson today?

Recommendation -

Total points: _____/65

Approve:
Comments:

Do not approve: