# Secondary Administrator Observation Tool for Arts Classrooms

## Creating

- Students are actively engaged in brainstorming, creating, revising, and reflecting on their work. (They are original creations)

- Student collaboration is evident in the space, discussion, and work.

- Risk-taking is encouraged and seen.

- Cultural diversity is evident in the space, discussion, and work.

- Students have multiple ways to interact with artwork and show their learning. (UDL)

- Social emotional capacities are accessed in the classroom through teacher guidance and student engagement.

### Notes:

## Performing/Producing/Presenting

- Regardless of artistic process, students have the opportunity to perform/produce/present at the school and in the local community.

- Reflection is included in the performing/producing/presenting cycle as a meaningful process to improve, progress, and monitor growth.

### Notes:

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*This checklist is based on the current California Arts Standards and Arts Education Framework. It was developed to assist new administrators in their work with arts teachers in dance, media arts, music, theatre, and visual arts.*
### Responding

- Students are actively interacting and responding to their work, the work of their peers, exemplars, and historically relevant work.

- Students have multiple ways to respond and interact with artwork individually, collectively, or collaboratively. (UDL)

Notes:

### Connecting

- Students are encouraged to connect their own life experiences with the artwork they encounter as well as the artwork they create.

- Students are able to see connections between other artforms, other subject areas, and their community.

Notes:

### Other Considerations

- Teacher understanding of California Arts Standards is evident through curriculum, pedagogy, classroom displays, and lesson delivery.

- Arts vocabulary specific to the artform is available and posted, with scaffolding for English Learners.

- Meaningful data and collection is displayed for students and teacher’s use to monitor growth.

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