

Student-Centered Classroom Observation Protocol

Arts Education

Visual Arts • Music • Dance • Theatre • Media Arts

Teacher Name:	
Date:	
Timeframe:	

Note to the teacher: This Student-Centered Classroom Observation Protocol is not a formal observation or evaluation of your teaching or the lessons or activities observed. Rather, it is a “snapshot,” designed to facilitate an informed conversation between you and the observer.

Note to the observer: Place a checkmark in the score column that is appropriate for what you observed for each indicator:

- **2 Points** – Students are **actively engaged** in the indicated activity
- **1 Point** – Students are **somewhat engaged** in the indicated activity
- **0 Points** – Students are **not engaged** in the indicated activity

Provide notes for each observed indicator, as appropriate.

Indicator	2 Points	1 Point	0 Points	Notes
1. Students are engaged in <u>meaningful tasks</u> that require <input type="checkbox"/> individual effort <input type="checkbox"/> group effort <input type="checkbox"/> individual <u>and</u> group effort				
2. Students are actively <u>creating original artistic content</u> <input type="checkbox"/> individually <input type="checkbox"/> collaboratively <input type="checkbox"/> both individually <u>and</u> collaboratively				
3. Students are using <u>authentic, discipline-specific vocabulary</u> to communicate artistic ideas, processes, or solutions.				
4. Students are <u>connecting</u> their artistic ideas, processes, and solutions to real-world social, cultural, or historical contexts, classroom activities, and/or personal experiences.				
5. Students are demonstrating their learning through <u>performance</u> or <u>presentation</u> . (<i>Performance of a dance, scene, song, etc.; presentation of a drawing/painting/sculpture, project plan, portfolio, etc.</i>)				
6. Students are <u>responding</u> to their learning, their artistic output, and the work of other artists. (<i>Reflection journal/sketchbook, guided peer critiques, written or oral review/critique of school and non-school performances and presentations, artist statement, gallery walk, “Ticket Out the Door,” etc.</i>)				
7. Students are <u>refining</u> and <u>completing</u> artistic content based on peer/teacher feedback and personal reflection.				
8. Students are <u>responding</u> positively to diversity in the classroom. (<i>Differences are celebrated by both the teacher and the students. An atmosphere of mutual respect is evident in all lesson activities.</i>)				
9. Students are actively participating in lesson activities in ways that address their unique learning needs and styles. (<i>Not all students will be doing the same thing, the same way, at the same time.</i>)				
10. Students are working harder than the teacher.				