

School _____ Region _____ Principal _____ Assistant Principal: _____

Arts Supervisor: _____ Project ARTS Liaison _____ Date: _____ Length of Visit: _____

LEARNING WALK – THROUGH for the ARTS

SUPPORT FOR THE ARTS	No Evidence	Some Evidence	Strong Evidence	N/A	Comments
School Environment					
School climate supports learning: <ul style="list-style-type: none"> ▪ There is a culture of mutual respect among all members of the school community. ▪ The building is well-maintained 					
The arts are considered a vital part of the mission of the school: <ul style="list-style-type: none"> ▪ Student work is current and displayed appropriately ▪ There are appropriate interdisciplinary connections 					
There is administrative and programmatic support: <ul style="list-style-type: none"> ▪ Allocation of resources ▪ Scheduling ▪ Room assignments 					
Community organizations and parents are involved in school initiatives.					
Cultural partnerships are an integral part of the school program.					
Arts provider services supplement the work of the school arts program staff.					

Arts Studio/ Classroom Environment	No Evidence	Some Evidence	Strong Evidence	N/A	Comments										
Rooms are: <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Appropriate</td> <td><input type="checkbox"/> Well-stocked with supplies</td> </tr> <tr> <td><input type="checkbox"/> Print rich</td> <td><input type="checkbox"/> Outfitted with storage facilities</td> </tr> <tr> <td><input type="checkbox"/> Dedicated</td> <td><input type="checkbox"/> Attractively furnished and decorated</td> </tr> <tr> <td><input type="checkbox"/> Well-maintained</td> <td><input type="checkbox"/> Arranged to facilitate learning</td> </tr> <tr> <td><input type="checkbox"/> Ventilated</td> <td></td> </tr> </table>	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Well-stocked with supplies	<input type="checkbox"/> Print rich	<input type="checkbox"/> Outfitted with storage facilities	<input type="checkbox"/> Dedicated	<input type="checkbox"/> Attractively furnished and decorated	<input type="checkbox"/> Well-maintained	<input type="checkbox"/> Arranged to facilitate learning	<input type="checkbox"/> Ventilated						
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Equipment, tools, and materials are: <ul style="list-style-type: none"> <input type="checkbox"/> Neatly labeled & stored <input type="checkbox"/> Available to students 															
Reference materials are displayed and available to students.															
Student work is valued and displayed in varying stages.															
Accommodations are made for students with special needs.															

TEACHING & LEARNING	No Evidence	Some Evidence	Strong Evidence	N/A	Comments
Student Engagement <i>Students are:</i>					
Attentive and participating in activities.					
Ready to learn: <input type="checkbox"/> Work and materials are ready <input type="checkbox"/> Appropriate attire <input type="checkbox"/> Appropriate posture					
Creating in the art form as indicated in the <i>Blueprint</i> . (See below)					
Familiar with classroom routines.					
Employing technology in the production of the art form.					
Taken on field trips/performances outside school that connect to arts programming					
Demonstrating learning through: <input type="checkbox"/> Accountable talk <input type="checkbox"/> Notebooks/journals <input type="checkbox"/> Arts work <input type="checkbox"/> Written work <input type="checkbox"/> Portfolios <input type="checkbox"/> Other Assessments					
Building group dynamics: <input type="checkbox"/> Accepting/Inclusive of one another <input type="checkbox"/> Encouraging of camaraderie/friendship <input type="checkbox"/> Group work/team work is valued					
Having an arts experience that is: <input type="checkbox"/> Hands-on/active <input type="checkbox"/> Dynamic/engaging <input type="checkbox"/> Colorful/lively <input type="checkbox"/> Demanding					
Having an arts experience that may include: <input type="checkbox"/> Recognition of individuality <input type="checkbox"/> Opportunities to discover and express themselves <input type="checkbox"/> Life learning skills					

Teacher Practice/ Instructional Strategies					
<i>Teachers are:</i>					
Implementing the five strands of the <i>Blueprint</i> : ▪ Arts Making ▪ Making Connections ▪ Literacy (in the art form) ▪ Community and Cultural Resources ▪ Careers and Life-Long Learning					
Creating units that are scaffolded and built on prior learning.					
Setting clear expectations for student achievement and behavior.					
Establishing class routines and structures.					
Building team planning time into their schedules (with colleagues and/or teaching artists).					

Constructing assessments/ rubrics with students.					
Designing tasks for individuals, small, and large groups.					
Facilitating peer-peer and teacher-student discussions.					
Applying differentiated strategies.					
Promoting the use of higher order thinking skills.					
Responding to students in a meaningful and timely fashion.					
Creating an environment that supports risk-taking and creative problem-solving.					
Tracking long term goals that are set and known to all stakeholders (i.e., arts partners, teaching artists, etc.)					
Discussing and reflecting on goals, objectives and activities (methods)					
Sustaining arts by building support in school with teachers not directly involved with arts programming					

Additional Comments:

Class observed _____
Teacher _____
License _____

Class observed _____
Teacher _____
License _____

Class observed _____
Teacher _____
License _____

Learning Walk-Through for the Arts was developed in 2007 by the New York City Department of Education (NYCDOE) and further modified based on values expressed by participants in the School Arts Support Initiative (SASI), a collaboration among The Center for Arts Education (CAE), the New York Times Company Foundation (NYTF), and the NYCDOE to support quality arts education in New York City Public Schools.

THINGS YOU SHOULD KNOW BEFORE YOU BEGIN A WALK-THROUGH...

In theory, before visiting classrooms, observers decide what they will focus on, what evidence they will collect, and how they will make sense of it. Afterward, they report their findings formally or informally to one or more audiences.

.....Walk-throughs are *not* intended to evaluate individual teachers or principals or even to identify them by name in postobservation reports. Rather, the goals of walk-throughs are to help administrators and teachers learn more about instruction and to identify what training and support teachers need.

Before launching any type of walkthrough process, it is important to ensure that everyone understands how it connects to improvement efforts. This connection should be reflected in the specific data that observers collect, the thoughtfulness and quality of the protocols, and the way the results are used. Checklists focused on surface features are not likely to provide useful information to teachers as they implement new approaches or refine their teaching practices.

As one of several strategies designed to support strong instructional leaders and teachers, walk-throughs can be helpful. Used alone or to enforce compliance, however, they are likely to backfire.”

Excerpted from the article entitled, “What Research Says About ... / Classroom Walk-Throughs,” by Jane L. David. Published in Educational Leadership, December 2007/January 2008 | Volume 65 | Number 4 , Pages 81-82