

Observation Walk-Through Guides
For
Dance and Media Communications I
August 2014

Attached are instruments for use in observation walk-through of Dance and Media Communications I. The 15-minute and 45-minute walk-throughs provide a list of TEKS, course modules, and effective teaching practices that may be observed, and that can be used as the basis for discussion between teacher and observer.

While evaluation of a school's fine arts program depends on the philosophy and instrument used in the evaluation, this course and walk-through may provide evidence of the following important elements of a quality program:

- Number of students involved in fine arts courses
- Student-created electronic portfolios
- Use of technology
- TEKS-aligned instruction
- Effective teaching practices
- Curriculum fidelity

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For more information on the project and to look at the curriculum, please visit: www.txartandmedia.org

Teacher Name		Class Period	
Observer Name		Observation Date	
Observation Start Time		Observation End Time	

Curriculum. In a pre-conference, determine which module the teacher is currently teaching. Circle or check the observed activities in the module. Not all activities will be observed as there are multiple lessons per module.

Module 1	Module 2
<ul style="list-style-type: none"> ■ Exploration of movement identity ■ Creation of kinetic profile ■ Signature still photo ■ Constructing a movement sentence ■ Portfolio of still photos ■ Digital image diary ■ Fundamental movement of dance elements 	<ul style="list-style-type: none"> ■ Meaning conveyed by movement ■ Storytelling with choreography and video photography ■ Video editing and video clip portfolios ■ Understanding how movement identity is perceived by others ■ Dance performance and instruction through video
Module 3	Module 4
<ul style="list-style-type: none"> ■ Cultural and social dances ■ Social media best practices ■ Researching community issues ■ Explore choreography structures ■ Cultural groups within the school and community ■ Create dances that express a social issue ■ Reflect on creative process 	<ul style="list-style-type: none"> ■ Shared identity expressed through group movement ■ Defining audience and message ■ Transmedia dance project ■ Creation of/execution of management plan ■ Integration of movement, sound, visual, and expression ■ Performance metrics collected, analyzed, and interpreted

TEKS. Check or circle the observed activities. Each module is aligned with multiple TEKS, but not all will be observed.

TEKS (117.306. Dance, Level I)	What you may see
(1) Foundations: perception. The student develops an awareness of the body’s movement using sensory information while dancing.	<ul style="list-style-type: none"> ■ Define kinesthetic and special awareness ■ Understand health, safety, wellness for dancers ■ Recognize dance genres, styles, vocabulary ■ Identify images found in the environment through movement
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles.	<ul style="list-style-type: none"> ■ Explain proper body alignment ■ Explore, improvise, and demonstrate original movement ■ Express ideas and emotions through movement ■ Create basic compositions
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing.	<ul style="list-style-type: none"> ■ Perform memorized sequences ■ Identify effective use of dance elements ■ Perform fundamental choreographic processes ■ Understand warm-up and cool-down, conditioning
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity.	<ul style="list-style-type: none"> ■ Perform characteristics of dances from different cultures and historical periods ■ Understand social and historical contexts ■ Identify historical figures in dance history ■ Identify dance in media and content areas

TEKS (117.306. Dance, Level I)	What you may see
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society.	<ul style="list-style-type: none"> ■ Incorporate appropriate vocabulary for discussing performances ■ Demonstrate audience behavior and etiquette ■ Identify relationships between dance and content areas ■ Identify knowledge and skills of technology in dance

Teaching Practices. Check or circle observed activities. Not all competencies will be observed in a short walkthrough.

Instruction	Discussion, Student Participation	Classroom Climate
<ul style="list-style-type: none"> ■ Teacher modeling ■ Scaffolding ■ Use of grouping ■ Re-teaching ■ Guided practice ■ Student practice (with teacher monitoring, teacher leading, or independent) ■ Differentiation 	<ul style="list-style-type: none"> ■ Students actively participate ■ Teacher and student-led discussion ■ Teacher questioning (e.g. What if? How?) ■ Students are engaged, respectful, on-task, taking notes ■ Connection to “big picture” 	<ul style="list-style-type: none"> ■ Teacher-student respect ■ Safe and positive environment ■ Students are respectful of one another ■ Sense of community ■ Classroom norms promote positive teacher-student and student-student relationships ■ Visuals support learning
Culture of Achievement	Student Progress toward Mastery	Classroom Management
<ul style="list-style-type: none"> ■ Enthusiasm and dedication for learning ■ Persistence in tackling activities and material ■ Relationships that drive learning and effort ■ Students focus on and are engaged with teacher and activities 	<ul style="list-style-type: none"> ■ Teacher checking for understanding ■ Timely and relevant feedback for students and teacher ■ Student explanation of what was learned ■ Students challenged to apply and extend learning 	<ul style="list-style-type: none"> ■ Structure and routines are established and evident ■ Positive behavior is reinforced ■ Teacher monitors ■ Students know what is expected of them behaviorally and academically ■ Students share responsibility

Notes

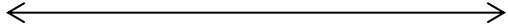
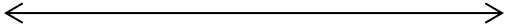
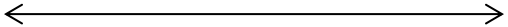

Teacher Name		Class Period	
Observer Name		Observation Date	
Observation Start Time		Observation End Time	

TEKS. Circle or check the observed activities. Each module is aligned with multiple TEKS, but not all will be observed.

TEKS (117.306. Dance, Level I)	What you may see	Notes
(1) Foundations: perception. The student develops an awareness of the body’s movement using sensory information while dancing.	<ul style="list-style-type: none"> ■ Define kinesthetic and special awareness ■ Understand health, safety, wellness for dancers ■ Recognize dance genres, styles, vocabulary ■ Identify images found in the environment through movement 	
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles.	<ul style="list-style-type: none"> ■ Explain proper body alignment ■ Explore, improvise, and demonstrate original movement ■ Express ideas and emotions through movement ■ Create basic compositions 	
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing.	<ul style="list-style-type: none"> ■ Perform memorized sequences ■ Identify effective use of dance elements ■ Perform fundamental choreographic processes ■ Understand warm-up and cool-down, conditioning 	
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity.	<ul style="list-style-type: none"> ■ Perform characteristics of dances from different cultures and historical periods ■ Understand social and historical contexts ■ Identify historical figures in dance history ■ Identify dance in media and content areas 	
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society.	<ul style="list-style-type: none"> ■ Incorporate appropriate vocabulary for discussing performances ■ Demonstrate audience behavior and etiquette ■ Identify relationships between dance and content areas 	

TEKS (117.306. Dance, Level I)	What you may see	Notes
	<ul style="list-style-type: none"> ■ Identify knowledge and skills of technology in dance 	


Curriculum. In a pre-conference, determine which module the teacher is currently teaching. Circle or check the observed activities in the module. Not all activities will be observed as there are multiple lessons per module. At the end of the observation, reflect on what you saw and indicate the effectiveness of the content of the lesson.

Module	What you may see	Notes and rating
Module 1: Movement Culture & Identify	<ul style="list-style-type: none"> ■ Exploration of movement identity ■ Creation of kinetic profile ■ Signature still photo ■ Constructing a movement sentence ■ Portfolio of still photos ■ Digital image diary ■ Fundamental movement of dance elements 	Ineffective Effective Highly Effective 
Module 2: Invention & Communication	<ul style="list-style-type: none"> ■ Meaning conveyed by movement ■ Storytelling with choreography and video photography ■ Video editing and video clip portfolios ■ Understanding how movement identity is perceived by others ■ Dance performance and instruction through video 	
Module 3: Community, Culture & Connections	<ul style="list-style-type: none"> ■ Cultural and social dances ■ Social media best practices ■ Researching community issues ■ Explore choreography structures ■ Cultural groups within the school and community ■ Create dances that express a social issue ■ Reflect on creative process 	
Module 4: Social Movement	<ul style="list-style-type: none"> ■ Shared identity expressed through group movement ■ Defining audience and message ■ Transmedia dance project ■ Creation of/execution of management plan ■ Integration of movement, sound, visual, and 	

Module	What you may see	Notes and rating
	<ul style="list-style-type: none"> expression ■ Performance metrics collected, analyzed, and interpreted 	

Teaching Practices. Circle or check observed activities. Not all competencies will be observed in a short walkthrough.

Topic of observation	What you may see	Notes and rating
Instruction	<ul style="list-style-type: none"> ■ Teacher modeling ■ Scaffolding ■ Use of grouping ■ Re-teaching ■ Guided practice ■ Student practice (with teacher monitoring, teacher leading, or independent) ■ Differentiation 	Ineffective Effective Highly Effective
Discussion and Student Participation	<ul style="list-style-type: none"> ■ Students actively participate ■ Teacher and student-led discussion ■ Teacher questioning (e.g. What if? How?) ■ Students are engaged, respectful, on-task, taking notes ■ Connection to “big picture” 	
Classroom Climate	<ul style="list-style-type: none"> ■ Teacher-student respect ■ Safe and positive environment ■ Students are respectful of one another ■ Sense of community ■ Classroom norms promote positive teacher-student and student-student relationships ■ Visuals support learning 	
Culture of Achievement	<ul style="list-style-type: none"> ■ Enthusiasm and dedication for learning ■ Persistence in tackling activities and material ■ Relationships that drive learning and effort ■ Students focus on and are engaged with teacher and activities 	
Student Progress Toward Mastery	<ul style="list-style-type: none"> ■ Teacher checking for understanding ■ Timely and relevant feedback for students and teacher ■ Student explanation of what was learned 	

Topic of observation	What you may see	Notes and rating
	<ul style="list-style-type: none"> ■ Students challenged to apply and extend learning 	
<p>Classroom Management</p>	<ul style="list-style-type: none"> ■ Structure and routines are established and evident ■ Positive behavior is reinforced ■ Teacher monitors ■ Students know what is expected of them behaviorally and academically ■ Students share responsibility 	

Summary
<p>Highlights</p>
<p>Recommendations</p>
<p>Additional Comments</p>