Self-Assessment Checklist for Online Programs

Instructions for MSAC Teaching Artists: Please use this checklist as a guide for creating your online program. These are the elements reviewers will be looking for in your presentation.

Refer to this checklist as you submit your narrative questions in the
Requests for Online Programs Review Form: https://forms.gle/k7bRWzNYdggZ9QRv7

Once the form submitted, MSAC staff will follow up with you to confirm your review time.

PREPARATION OF EDUCATIONAL ENGAGEMENT TYPE **The Teaching Artist:**
Identified specific artform content that: ● Aligns with MSDE Fine Art Standards ● Is effectively deliverable online for asynchronous and/or synchronous learning
Devised a documented plan for a collaborative conversation(s) with school/site to: ● Clarify purpose, goals, needs, outcomes ● Assure online/software platforms that are safe, effective, meet accessibility requirements ● Confirm tech and Wi-Fi access for the participants

Researched and scheduled a tech rehearsal(s) to:
● Confirm technical components are workable and support the success of the experience such as:
  o Stable Wi-Fi connections with contingency back-up plans
  o Appropriate space, camera angles, effective lighting, sound checks, music checks, media clips, links, etc.
  o Visual content is presented with design principles in mind and is accessible for people with disabilities (See National Endowment for the Arts and National Disability Authority resources.)
● Ensure program is attentive to cultural responsiveness, equity and inclusion
  o Include differentiated instructional strategies that are effective in online learning.

DELIVERY OF ARTS EDUCATIONAL ENGAGEMENT TYPE

The Teaching Artist delivers an online experience that is:

Coherent, concise, well-paced, varied

Carefully scaffolded to include:
- Stated purpose and/or historical/cultural context
- Rich arts content reflecting a creative process
- Articulated Learning Goals aligned with the MSDE Fine Arts Standards
- Clear directions with multiple examples (live, video clips, etc.)
- Multiple opportunities for participants to:
  - Interact with teaching artists/peers (questions, comments, polls, reflections, revisions, sharing, etc.)
  - Respond, participate, succeed through differentiated instructional strategies and/or Universal Design Learning principles (UDL)

Responsive:
- Builds an online community:
  - Greets/acknowledges all participants e.g., parents, teachers, students, etc.
  - Recognize opportunities to:
    - Share commonalities and honor differences
    - Provide encouragement
    - Give authentic praise and polish
    - Share opportunities for growth

POST- EDUCATIONAL ENGAGEMENT TYPE
REFLECTION/FEEDBACK

The Teaching Artist demonstrates:

A documented plan for gathering, responding to, and applying relevant feedback from teachers, parents, participants, etc.