

# workshops

## How to arrange a *Seeing Children* workshop for your organization

*Seeing Children* will be planned and adapted in collaboration with the presenting organization based on the needs and goals of the programs and artists involved. The workshops are highly participatory and active, designed to offer both general and specific background and methods for dance, music, theatre and visual artists. Workshops can also be designed for a single art form; to focus on collaborations with academic teachers and curricula; or to meet specific assessment needs such as audition and selection processes for magnet schools, advanced instructional opportunities, or performing ensembles.

### Total of 12-14 hours:

- ☐ 2 full-day workshops
  - ☐ 1 evening, 1 half and 1 full day
- or  
other arrangements possible

For 5-15 participants            1 facilitator  
15-30 participants            2 facilitators

To discuss program design and options contact:

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# comments

## What people are saying about *Seeing Children*

"Dr. Oreck not only clarifies the differences between systematic assessment and general evaluation, but gives you ideas on *how* to do it. Plus, he does it all in a fun and interesting way!"

Robin Pease  
Kulture Kids

"Barry helped me and our teaching artists think more critically about artful, performance-based approaches to assessment. He deeply understands the creative process in the performing arts and brings that artistic knowledge to the learning processes of young people."

Mary Campbell-Zopf  
Ohio Arts Council

"Ohio has learned so much from Dr. Oreck. He is a smart, articulate, and passionate professional, with a wealth of training knowledge in assessment."

Donna Collins  
Ohio Alliance for Arts Education

"Barry's workshop will be phenomenally useful in continuing to develop methods of assessment and streamlining outcomes."

Teaching Artist  
D.C Arts Forum



barryOreck

A dancer and arts educator from New York City has worked for more than 25 years as a teaching artist, program director, staff developer, curriculum specialist, evaluator, and researcher. With a doctorate in Educational Psychology from the University of Connecticut, Oreck has worked with teachers and artists in schools, school districts and arts in education organizations throughout the country and overseas. He currently teaches as an adjunct professor at the University of Connecticut, Long Island University, Brooklyn, and the International Learning Styles Center at SUNY Buffalo and directs professional development in the Schoolwide Enrichment Model of Joseph Renzulli in the New York City public schools.

As director of in-school programs at ArtsConnection, Oreck designed comprehensive arts education programs involving professional development for artists and teachers, arts-integrated curriculum, parent and community programs, and research on students and teachers in the arts and other academic areas. He directed three federal research grants and developed the Talent Assessment Processes in Dance, Music and Theater (D/M/T TAP), research-based processes that equitably and reliably identify potential talent in students with or without prior training in the arts.

His work has been widely published including a case study, *Artistic Talent Development for Urban Youth: The Promise and the Challenge* published by the National Research Center for the Gifted and Talented. Other recent articles include *The Artistic and Professional Development of Teachers*; and *Validity, Reliability and Equity Issues in an Observational Talent Assessment Process in the Performing Arts*.

As half of the duo Nicoll + Oreck, Oreck choreographs and performs a varied and distinctive repertoire including duets by choreographers Ann Carlson, Gerrie Glover, Phyllis Lamhut, Beth Leonard, Claire Porter, and Joanna Mendl Shaw. Nicoll + Oreck's work has been produced in many venues including the Danspace Project, Joyce Soho, 92<sup>nd</sup> Street Y, Spoke the Hub Dancing, Dance Now, and the Rivertowns Dance Festival.



# seeing children

## Learning to Use Authentic, Arts-based Assessment

### A Two-day Workshop for Teaching Artists

Barry Oreck, Ph.D.



# arts fair - creative - ongoing - in-depth assessment authentic

## *Seeing Children can help teaching artists in your organization*

In this hands-on workshop teaching artists will:

- ▼ Explore authentic and practical assessment methods
- ▼ Define learning objectives for students
- ▼ Develop observation and facilitation skills
- ▼ Use response protocols
- ▼ Create scoring rubrics
- ▼ Learn key concepts and vocabulary of educational assessment

### **Expand Your Organization's Capacity**

The role of a teaching artist is becoming ever more complex and demanding. Artists in schools are increasingly asked to work with academic curricula, standards, and assessment, and to conduct professional development for classroom teachers. To be effective in these multiple roles, and to better document and understand what students learn through the arts, artists need to be able to clearly define and assess what they do.

The goal of this workshop is to familiarize teaching artists with a variety of authentic, valid, and equitable means of assessing students' learning and potential. Participants will practice observation methods and skills, articulate learning objectives, develop arts-based problem-solving tasks, and create scoring scales and rubrics.

### **Help Artists Incorporate Assessment in Their Teaching Practice**


Teaching artists face many special difficulties in employing assessment in schools. Residencies vary widely in terms of time, space, cooperation, and consistency. Artists must adapt to each school, teacher, and classroom. They see large numbers of students and they may be under pressure to produce a product in a short period of time. These factors make it even more essential that artists are able to articulate their goals and assess the impact of their work.

### **Document, Celebrate, Evaluate the Effects of the Arts on Teaching and Learning**

Artists who employ effective arts pedagogy and authentic assessment methods are a powerful resource for teachers and schools. Their artistic expertise and perspective – toward children, education, and the world – support a multi-disciplinary, multi-sensory approach to all subject matter. As artists become clearer about what they do, teachers and students are more able to recognize the value of the artistic experience and apply artistic approaches in other areas of teaching and learning.

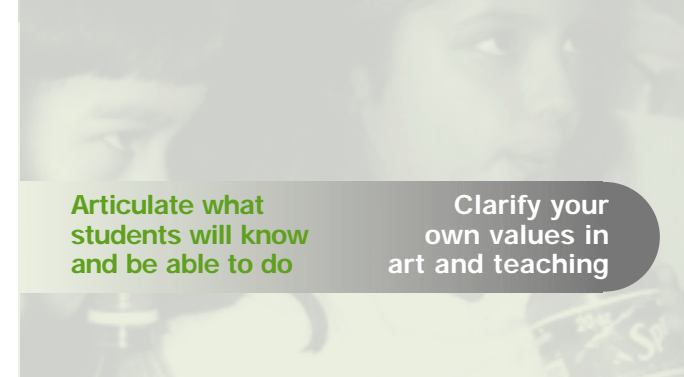
### **Become a Full Participant in School Improvement**

This workshop is designed for arts educators committed to alternative, authentic assessment methods – to expand the way in which we look at student learning and potential and to offer arts-based approaches that provide information not available on standardized tests or other measures usually used in schools. We will emphasize performance-based assessment that maintains the integrity of the art form while providing ongoing information to improve instruction and increase appreciation and understanding for arts learning.



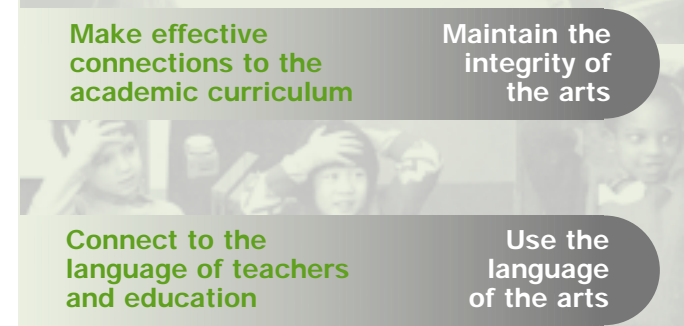
**Articulate what students will know and be able to do**

**Clarify your own values in art and teaching**



**Make effective connections to the academic curriculum**

**Maintain the integrity of the arts**



**Connect to the language of teachers and education**

**Use the language of the arts**

