The Power of Dance:

How Dance Affects The Mental and Emotional Health and Self-Confidence In Teenagers

Workshop Dance Class Observation Rubric

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **General Class Demographics:**  *Ages, genders, races, etc.* | | | | | | |
|  |  | **WEAK** | **ADEQUATE** | **GOOD** | **EXCELLENT** | **OBSERVATIONS** |
| **GENERAL** | Classroom dynamics are positive |  |  |  |  |  |
| Teacher encourages interaction |  |  |  |  |  |
| Teacher is passionate / energized |  |  |  |  |  |
| Arts are encouraged |  |  |  |  |  |
| **STUDENTS** | Engaged |  |  |  |  |  |
| Asking questions |  |  |  |  |  |
| Confident |  |  |  |  |  |
| Socializing |  |  |  |  |  |
| Inspired |  |  |  |  |  |
| Taking initiative |  |  |  |  |  |
| Body language is appropriate |  |  |  |  |  |
| Body language is confident |  |  |  |  |  |

This rubric is adapted from Shenandoah University.

“Classroom Observation Rubric.” Shenandoah University, Center of Teaching and Learning. 16 September 2018

< http://www.su.edu/academics/files/2015/05/Class-Observation-Rubric.pdf>.