

QUALITY STANDARDS FOR TEACHER EVALUATION: Visual Arts

Developed by Colorado Art Education Association

QUALITY STANDARD 1:	
Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he/she teaches. The secondary teacher has knowledge of literacy and mathematics and is an expert in his/her content endorsement area(s).	
Elements	Evidence in Practice
<p>a.) Teachers provide instruction that is aligned with the Colorado Academic Standards; the District's organized plan of instruction; the individual needs of their students; that reflect opportunities to review prior learning; connections to specific learning objectives.</p>	<ul style="list-style-type: none"> • Teachers align planning intentionally with Colorado Visual Arts Academic Standards appropriate to their student population. • Encourage student persistence in art making practices. Sequence practices specific to diverse student interest, needs, and learning styles. • Plan intentionally for student choice and experimentation with concepts, materials, processes, and technology. • Teacher scaffolds the generation of ideas. Support inquiry and construction of new knowledge with conceptual/physical materials and resources. • Teacher responds to needs of students as they arise.
<p>b.) Teachers provide instructional support that enhances students' learning; integrates literacy connections into lessons regardless of content being taught; integrates content / cross-content skills into lessons and assignments. ALL TEACHERS.</p>	<ul style="list-style-type: none"> • Teachers provide opportunities for students to create original work, and exhibit work in public and community settings. • Teachers facilitate students' critical response to one's own work and the work of others. • Student solves problems posed by materials and applies art techniques with age appropriate level of fluency.
<p>c.) Teachers Encourages students to make math connections across content; provides a balance of teaching for conceptual understanding and teaching for procedural fluency; models mathematical thinking. ALL TEACHERS.</p>	<ul style="list-style-type: none"> • Teachers model mathematical thinking, problem solving, and logic through spatial explorations and relationships and aspects of visual arts, and provide context for students to do the same.

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<p>d.) Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.</p>	<ul style="list-style-type: none"> • Teacher delivers instruction and models visual arts skills, application, idea generation, critical thinking, and analytical skills. • Teacher provides individual and group feedback and leads discussions centered on the theory and practice of the visual arts. • Teacher models and establishes a classroom structure where students understand the processes of critically responding, problem solving and collaborating. • Teacher provides opportunities for students to reflect on their artwork and the artwork of others. • Documents and provides opportunities for students to document the art making process. Provides meaningful connections to contemporary artists/practices and integrates ideas from outside the art world into the art curriculum.
<p>e.) Teachers develop lessons that reflect the interconnectedness of content areas.</p>	<ul style="list-style-type: none"> • Teacher highlights connections of visual arts to: world literature, humanities, social sciences and culture, economy, physical sciences, mathematics, world commerce, and health.
<p>f.) Teachers selects instructional materials and strategies based on their: relevance to students; delivers lessons and units and uses instructional strategies that: Help students connect to their learning by linking the current lesson with prior knowledge experiences, and/or cultural contexts.</p>	<ul style="list-style-type: none"> • Teachers understand the variety of students' backgrounds and individual learning needs, and connects the curriculum to current trends in the visual arts and society with consideration to differentiated learning styles and needs of students.

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QUALITY STANDARD 2: Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.	
Elements	Evidence in Practice
a.) Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.	<ul style="list-style-type: none"> • Student routines - daily, greeting class at door, framing expectations, debriefing, learning targets, daily objectives, learning objectives. • Teacher facilitates care for safety, materials, and tools in the studio classroom.
b.) Teachers create a classroom environment in which diversity is used to further student learning; uses instructional approaches and materials that reflect diverse backgrounds and experiences.	<ul style="list-style-type: none"> • Student selects visual art examples drawing from contemporary art, various cultures, races and backgrounds, and games/themes from different countries. • Teacher explains the ideas behind artists' artwork and the work of others, appropriately communicating meaning and context.
c.) Teachers engage students as individuals with unique interests and strengths.	<ul style="list-style-type: none"> • Students develop artwork based on previous art making experiences and personal ideas and context • Student chooses materials and art forms independently to communicate individual ideas.
d.) Teachers adapts learning environment to address individual student needs; implements recommendations of specialists and colleagues to address student needs; solicits additional input from colleagues to better understand students' learning needs.	<ul style="list-style-type: none"> • Teacher plans intentionally to encourage risk taking and failure by scaffolding, challenging, modeling, and progressing through problem solving. • Students access a variety of resources for lessons and differentiation for different

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	learning styles (ex. auditory kinesthetic, visual).
e.) Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.	<ul style="list-style-type: none"> • Examples include email/phone logs, report card comments, conferences, rubric for performance based assessments, immediate/timely feedback (for example; reading, reflection, websites, formal or in formal critique).
f.) Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.	<ul style="list-style-type: none"> • Effective class management and procedures, lesson plans, transitions, re-teaching after practice, feedback, posting objectives, learning targets, success criteria, exit slips, differentiation, scaffolding, etc.
QUALITY STANDARD 3:	
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	
Elements	Evidence in Practice
a.) Teachers collaborate with colleagues with expertise in developmental science to improve instruction; applies knowledge of current developmental science to address student needs.	<ul style="list-style-type: none"> • Teachers implement appropriate learning strategies, for example; pair/share-group practices, coping strategies, peer/self assessments, demonstration, • Instruction practice addressing various learning styles, written and verbal observations (formal and informal), structures, self direction, age appropriate instruction and materials.

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<p>b.) Teachers plan and consistently deliver instruction that has specific student outcomes in mind for each lesson;</p>	<ul style="list-style-type: none"> • Intentionally plan age appropriate level of rigor • Student demonstrates understanding of systems to intentionally revise artwork.
<p>c.) Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.</p>	<ul style="list-style-type: none"> • Teacher implements formative assessment during art making experiences for students to reflect on the art making process and participate in their own growth as makers and thinkers. • Student scaffold and build on concepts.
<p>d.) Teachers monitor as well as thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.</p>	<ul style="list-style-type: none"> • iPads, iPods, videos, projectors, flipcharts, visual aids, YouTube/Safeshare, cell phones, documents • Cultivates challenging visual possibilities through reflective thinking.
<p>e.) Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical thinking and problem solving skills.</p>	<ul style="list-style-type: none"> • Teacher uses rubrics, models success criteria • Teach students to set individual goals • Student finds and pursues avenues for art inquiry to generate ideas in planning, creating, and reflecting on artwork.
<p>f.) Teachers provide students with opportunities to work in teams and develop leadership qualities.</p>	<ul style="list-style-type: none"> • Student collaboration, small groups, teams, student leaders, connecting art making to contemporary practice.
<p>g.) Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.</p>	<ul style="list-style-type: none"> • Posting learning objectives, word walls, modeling standard visual arts vocabulary, frame expectations, • Student demonstrates their own choice and experimentation with concepts, materials, processes, and technology.

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<p>h.) Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.</p>	<ul style="list-style-type: none"> • Facilitates systems to critique, respond, and form opinions, and interpret meaning in art making • Encourages student ownership of ideas in art making practices, • Formative assessment practice • Performance based assessment • Appropriately measure growth in skills
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QUALITY STANDARD 4: Teachers reflect on their practice.	
Elements	Evidence in Practice
<p>a.) Teachers apply knowledge of how students learn and their prior knowledge to the development of: intentional lesson plans; initiates collaborative activities with colleagues to: Analyze student data and interpret results.</p>	<ul style="list-style-type: none"> • Monitor studio classroom • Continually evaluate student work and growth • Encourage students in reflection of self and work • Compare pre and post skill development • Use of rubrics for performance based assessments • Continually reflect on and revisit best practices.
<p>b.) Teachers link professional growth to their professional goals.</p>	<ul style="list-style-type: none"> • Actively participate in PD, attend professional conferences, and apply learning in daily teaching.
<p>c.) Teachers are able to respond to a complex, dynamic environment.</p>	<ul style="list-style-type: none"> • Behavior management, overall classroom management • Know IEP's, behavior plans, 504 plans • Provide opportunities to challenge AGATE and high achieving students, ELL strategies (sentence stems, visual aides).

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QUALITY STANDARD 5: Teachers demonstrate leadership.	
Elements	Evidence in Practice
a.) Teachers confer with school administrators, other school leaders and/or decision making teams to improve teacher working and student learning conditions.	<ul style="list-style-type: none"> • Committee participation, advocacy for the arts, specifically visual arts in the school and school community.
b.) Teachers contribute knowledge and skills to educational practices and the teaching profession.	<ul style="list-style-type: none"> • Uses instructional resources in the room with intention (walls, files, books, technology) • Continues personal studio practice • Attends conferences • Participates and/or leads professional learning community for content area.
c.) Teachers advocate for schools and students, partnering with students, families and communities as appropriate; advocates for improvements to teaching, learning and leadership through collaboration with professional organizations or local, state, and/or national entities.	<ul style="list-style-type: none"> • Exhibition opportunities for students • Documents student exhibitions for community • Attends to gallery/museum exhibits • Stays current in arts bringing and/or providing rich cultural experiences for students • Parent/teacher conferences, PTO.
d.) Teachers demonstrate high ethical standards.	<ul style="list-style-type: none"> • Models professionalism, applies for grants, community events, enrichment/clubs • Actively participate in District, State, and National/International organizations, and in leadership roles • Continuing education opportunities.