



COLORADO
Department of Education

Colorado State Model Educator Evaluation System:

Practical Ideas for Evaluating Teachers of The Arts:

Visual Arts

Developed by:

Colorado Teachers of the Arts and the Colorado Department of Education

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Colorado State Model Educator Evaluation System: Practical Ideas for Evaluating Teachers of Visual Arts

Foreword

***PLEASE NOTE: The purpose of this document is to highlight possible approaches for districts and BOCES to consider when constructing their approach to evaluating teachers of the visual arts. CDE will be collecting on-going feedback to improve this guidance. To submit your feedback, email Educator_Effectiveness@cde.state.co.us.**

Following the passage of Senate Bill 10-191, the educator evaluation act, the Colorado Department of Education (CDE) began revamping the state's evaluation system and requirements for all educators whose positions require them to hold a state license. During the first two years of development of the new system (2010 to 2012), CDE staff members focused on the development of processes and materials for evaluating teachers and principals. Those processes and materials were pilot tested during the 2012-13 school year, and a validation study was conducted during the 2013-14 school year.

Throughout the development, pilot testing, and validation study activities, CDE heard from groups of teachers and their evaluators whose positions require them to fulfill unique roles and responsibilities who expressed concerns that the teacher materials do not provide adequate guidance evaluating staff members in such positions. They have requested additional guidance regarding evidence/artifacts that may be used by such specialized teachers. In addition, they have asked about specific practices to "look-for" to guide their classroom observations and help ensure that all licensed teachers receive fair, valid, and reliable evaluations.

In response to such requests, CDE initiated the development of a set of practical ideas guides written by practitioners for practitioners. They are intended to provide informal advice to teachers and their evaluators to help them understand the evaluation process within their specific context. Practical ideas guides are currently under development for the following groups:

- Early Childhood Education Teachers
- Special Education Teachers
- Teacher Librarians
- Teachers of English Language Learners/Culturally and Linguistically Diverse Education Specialists
- Teachers of the Arts (Dance, Drama and Theatre Arts, Music and Visual Arts)
- Teacher of Dance
- Teachers of Drama and Theatre Arts
- Teachers of Music
- Teachers of Visual Arts

During the 2014-15 school year, principals requested that CDE staff members reexamine the guide for teachers of the arts and consider developing individual guides for the four subject areas covered in the single arts guide. In the interest of making these guides more user friendly and accessible to users, CDE developed four subject area guides for the arts. These four guides were extracted from the original guide with adaptations to some of the narrative to ensure the accuracy of everything in the guide. The combination of one overarching guide for the arts and the four individual subject area guides offer principals options for use depending on the combination of teachers they must evaluate.

It is CDE's hope that these briefs will help everyone involved have a better understanding of how the teachers' rubric and evaluation process may be fairly used ensure that all teachers, including those in the groups listed above, are evaluated in a manner that is fair, rigorous, transparent and valid.

Acknowledgements

The many contributions of the arts educators are gratefully acknowledged. Arts educators across Colorado generously gave their time and expertise to write this practical ideas guide as a service to their colleagues. It is their hope that the brief will be used as an informal set of suggestions and ideas to help teachers of the visual arts and their evaluators better understand the Colorado State Model Educator Evaluation System and how it applies to them. Arts educators who contributed to the development of this brief include:

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Colorado State Model Educator Evaluation System: Practitioner Ideas for Evaluating Teachers of the Visual Arts

Introduction

Colorado's S. B. 10-191 requires schools, school districts, and the Colorado Department of Education (CDE) to evaluate all licensed educators with state approved quality and performance standards at least annually. This requirement applies to evaluating the performance of principals, assistant principals, teachers and specialized service professionals. The Colorado State Model Educator Evaluation System, developed in response to the passage of S. B. 10-191, requires teachers of the arts (arts educators) to be evaluated using the same processes and materials used for classroom teachers. Throughout the development and pilot testing of the new system, teachers of the arts have expressed questions about the applicability of the new evaluation system for educators such as themselves. Because of the content they teach and their responsibilities, the teacher evaluation materials do not provide evaluators opportunities to review and rate all facets of the arts educator's work. This practical ideas guide is intended to help arts educators and their evaluators maximize the flexibility options built into the new system to ensure a fair, valid and reliable evaluation of educators serving in this unique role.

The Colorado State Model Educator Evaluation System

The new evaluation system is being planned, developed and implemented with a focus on continuously improving educator performance and student results. S.B. 10-191 guides the state and school districts in the transformation of current evaluation processes from a focus primarily on compliance to more rigorous and supportive processes that provide for continuous professional learning and improvement. To support school districts in implementing the new evaluation requirements, the Colorado Department of Education (CDE) developed a model system that provides consistent, fair and rigorous educator evaluations, saves district resources and enables them to focus on improving teaching, learning and leading. Districts are not required to use the State Model System, but if they choose not to, then they are required to create their own system that meets all state laws and regulations.

The basic purposes of this system are to ensure that all licensed educators:

- Are evaluated using multiple, fair, transparent, timely, rigorous and valid methods.
- Are assessed through two main avenues: measuring student learning (50%) and evaluating teacher professional practices (50%). Receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness.
- Are provided the means to share effective practices with other educators throughout the state.
- Receive meaningful feedback to inform their professional growth and continuous improvement.

Successful implementation of the Colorado State Model Educator Evaluation System is dependent upon attending to the following priorities, or guiding principles for the evaluation system:

1. Data should inform decisions, but human judgment is critical.
2. The implementation of the system must embody continuous improvement.
3. The purpose of the system is to provide meaningful and credible feedback that improves performance.
4. The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.
5. Educator evaluations must take place within a larger system that is aligned and supportive.

The Colorado State Model Educator Evaluation System uses a meaningful process for educator evaluation. The year-long cycle includes regular conversations between the evaluator and person being evaluated; it is not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated. S. B. 10-191 requires that at least one observation be conducted annually for non-probationary teachers and at least two for probationary teachers. Districts may choose

to conduct additional observations in order to provide high quality feedback and/or to confirm the accuracy of final professional practices ratings prior to finalizing them. The State Model System evaluation cycle includes, but is not limited to:

- Training
- Annual orientation to the system/tools
- Educator self-assessment
- Review of annual goals and performance plan
- A mid-year review
- An evaluator assessment based on observation(s) and review of artifacts
- An end-of-year review
- A final rating
- Goal-setting and performance planning for the next school year

Who Should Use This Brief: Applying S. B. 10-191 in Visual Arts Education Classrooms

This guide is intended for use in the evaluation of visual arts educators, who are required to be evaluated under S. B. 10-191. It is designed to support visual arts educators and their evaluators as they explore effectiveness in and out of the classroom from a perspective that recognizes the intricacies of visual arts education content, the teaching context, and the need to collaborate with classroom teachers in order to integrate Colorado Academic Standards throughout the visual arts program.

Visual arts teachers will be rated on both professional practices and measures of student learning. This document is intended for use by those involved in evaluating visual arts teachers, particularly the teachers themselves and their evaluators.

Literacy, Math and Technology in Visual Arts Classrooms

Arts courses are unique and their strength lies in their uniqueness. The arts sensitize us to ourselves and our environment. They make us more whole, more sensitive and aware individuals. In addition, arts programs have been shown to significantly reduce high school dropout levels. (Kelly, 2008 & 2012, <http://www.faae.org/index.php?servId=4504&id=29&limitstart=20>).

With the passage of Senate Bill 10-191 (S.B. 10-191) arts educators are, for the first time, being held accountable for integrating literacy (reading, writing, speaking, and listening) and math into their instructional practices. This is proving to be a challenging task for arts educators who have traditionally been considered to be experts in and teachers of their specialty areas, but who have not been responsible for teaching academic skills such as literacy and math.

There are many ways in which literacy and math can be authentically incorporated into arts courses to benefit student growth. For literacy and math instruction to be most effective, they should be directly linked to the arts subject matter and occur at logical times in a lesson. For instance, writing may be taught as a response to a recent exhibit, artist statements, or in preparation for a new project; math is often incorporated naturally into photography, set design, and rhythmic concepts. Written homework assignments on the lives of dancers, artists, actors, composers, the meaning of the arts, or comparing and contrasting two artistic works/elements are also appropriate. In addition, reading and writing *music* in music classes can be considered literacy and can support the literacy requirements articulated in Colorado's Teacher Quality standards (Standard I, Element B).

Care should be taken in arts classes to avoid inauthentic assignments. Specific examples of inauthentic practices include:

- Writing or math assignments which break the flow of the class.
- Writing on music stands or stage floors.
- Writing on topics that are not related to the arts content of the class.
- Writing/math instruction that is provided to students for the sole benefit of teacher assessment rather than the growth of students in each content area.

There are many ways in which technology can be useful and authentic in arts classes. Interactive smart boards can be a positive use of technology. YouTube, iPads, and other methods of sharing audio and video are appropriate uses of technology. As with literacy, care should be taken to avoid inauthentic uses of technology in arts courses.

Since literacy, math, and technology are not the primary foci of arts courses, supervisors should not expect to observe literacy, math, or technology activities each time they visit an arts classroom. Educators are encouraged to call their evaluators' attention to literacy, math, and technological elements when they occur naturally within the arts program.

Effective arts educators are able to retain the fundamental beauty of the artistic experience for their students, while incorporating literacy and math in authentic and meaningful ways.

An Example of How Interdisciplinary Connections Can Be Exhibited in Arts Classrooms

(Note: This section is adapted from the *Resource Guide for Deepening the Understanding of Teachers' Professional Practices* developed by the Colorado Department of Education and Colorado Education Initiative.)

The teacher who articulates interdisciplinary connections provides clear and concise explanations for how concepts and skills in one discipline impact those in another. Strategies may include summarizing in social studies and science or the application of measurement skills in the arts. In language, students may learn how to use maps and graphs when reading informational text and then apply writing skills to describe the meaning and importance of the concepts presented by these visuals. By implementing these strategies, the teacher can help students make connections for what they are learning across disciplines.

Interdisciplinary connections help students explore overarching themes or concepts. In real life, we are not able to isolate math, writing, science, or history into 45 minutes of our day. Instead, we use all of our knowledge to help us solve everyday problems in the workplace and at home.

The following vignette provides an example of how the arts play an important role in developing students' understanding across subject areas.

Middle school music: Students are identifying different genres of music popular during the 1960's. This study connects to their unit on the Civil Rights Movement in social studies. The music teacher has a strong sense of student strengths in their classroom and identified two students, in particular, as real history buffs and knows their knowledge of this time period surpasses that of their peers. The music teacher also knows that some students prefer to learn facts and details through movement activities. The grade level team and specialist teachers have identified activities in each content area that can support a variety of learning strengths of all students and are committed to providing engaging choices for students. Using several ideas for students to demonstrate their understanding of the styles and genres of music popular in the 1960's, the music teacher offers choices for students such as:

- Students interested in the historical era can present a more detailed historical presentation on the 1960's

- Students interested in learning and presenting facts and details through movement can select a song they know that is representative of the 1960's and Civil Rights Movement and create dance movements that depict the overall message in the song.

Examples of Artifacts/Evidence and Professional Practices For Arts Education Teachers

School districts and BOCES are required to collect teacher performance data related to professional practice using observations and at least one of the following measures:

1. Student perception measures (e.g., surveys), where appropriate and feasible;
2. Peer feedback;
3. Feedback from parents or guardians; or
4. Review of teacher lesson plans or student work samples.

The performance data should be discussed during the final evaluation conference along with self-assessment information and the evaluator's assessment of the arts education teacher's performance throughout the year. The teacher and/or evaluator may bring additional artifacts or evidence to the final evaluation conference to support their professional practice ratings. While such additional **artifacts are not a required component of the Colorado State Model Educator Evaluation System**, they have proven to be a valuable catalyst for meaningful discussions and lend a degree of objectivity to performance feedback. In many cases, the artifacts and/or additional evidence form the basis for setting reasonable goals and help the evaluator ground feedback in real-world data and specific relevant examples. The chart below provides options for artifacts and other evidence that are closely aligned to the teacher's roles and responsibilities. It is important to note that the artifacts and types of evidence mentioned in Exhibit 1 are ideas and should not be considered requirements or an all-inclusive list that every teacher should provide. Instead, **Exhibit 1** is intended to serve as a catalyst for identifying specific evidence that may or may not be included in **Exhibit 1**, to illustrate the teacher's performance throughout the year.

It must be noted that it is possible to complete an evaluation without using any additional evidence or artifacts. If the teacher and evaluator agree on all final ratings during the final evaluation conference, they do not need to review artifacts or additional evidence.

Exhibit 1: Observations, Required Measures and Evidence/Artifacts for Visual Arts Teachers

This exhibit includes information about requirements for observations and multiple measures as described in S. B. 10-191. In addition, examples of artifacts and other evidence that may be used to support final evaluation ratings or to demonstrate proficiency on professional practices are provided. It should be noted that artifacts and other evidence are not required by S. B. 10-191, but are suggested by the Colorado State Model Educator Evaluation System as a way to confirm that final ratings are fair and accurate.

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For teachers, this requirement is defined as observations, required measures and optional additional measures (evidence/artifacts). While the teacher rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

OBSERVATIONS REQUIRED BY S.B. 10-191:

- **Probationary teachers** – At least two documented observations and at least one evaluation that results in a written evaluation report each year.
- **Non-probationary teachers** – At least one documented observation every year and one evaluation that results in a written evaluation report including fair and reliable measures of performance against Quality Standards. every three years.

The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Written evaluation reports shall be based on performance standards and provided to the teacher at least two weeks before the last class day of the school year.

REQUIRED MEASURES FOR TEACHERS:

Include at least one of the following measures as a part of the annual evaluation process.

- Student perception measures, where appropriate and feasible;
- Peer feedback;
- Feedback from parents or guardians;
- Review of teacher lesson plans or student worksamples.

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ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

Lesson plans:

- Reflect Colorado Academic Standards.
- Application of learning targets.
- Student choices and experimentation with concepts, materials, processes, and technology.
- Appropriate scaffolding, modeling, and problem-solving.
- Use of reflective thinking.
- Application of knowledge and skills learned through professional development activities.
- Use of best practices.
- Include ideas for improving classroom environment and student behavior.
- Use of feedback from written and verbal observations (formal and informal).
- Provide performance/demonstration opportunities

Differentiates Instruction:

- IEP, 504, and behavior plan development and monitoring.
- Provides opportunities to challenge academically gifted and high achieving students.
- Understands the variety of students' backgrounds and individual learning needs.
- Connect curriculum to current trends in visual art and society with consideration of differentiated learning styles and background and needs of students.
- Uses developmentally appropriate ELL strategies such as sentence stems and visual aids.

Fairly and accurately assesses student work:

- Assesses students both formatively and summatively.
- Pre- and post-tests.
- Report card comments.
- Use of rubrics.
- Evaluations of student performances and growth.
- Reflects on lessons and student progress.
- Video analysis and reflection of self, group, and individual students to compare pre- and post- skill development.
- Redesigns lessons based on reflection about class content, delivery and reception by students.
- Contribute to discussions of formative assessment with less performance-based subject areas.
- Parent-Teacher Conferences.

Provide students opportunities to:

- Perform/exhibit in school events.
- Participate in community events/exhibits.
- Reflect on their practices and their work
- Receive individual coaching/private lessons.
- Attend concerts and other professional performances.
- Lead clubs.
- Experience rich cultural activities.
- Join the National Junior Art Society and/or National Art Honor Society.

Communicates with other adults involved in the lives of students through:

- Email/phone logs.
- Websites.
- Facebook.
- Face-to-face conferences.

Participates in professional development activities, including but not limited to:

- School and district sponsored trainings and workshops.
- Attends professional conferences and workshops and applies learning in daily teaching.
- Membership in professional organizations.
- Professional organization committees and taskforces.
- Conducting individual research and/or serving in a teacher-leader role.
- Staying abreast of emerging issues and current visual art trends.

Leads school and/or district initiatives through:

- Committee participation.
- Organization and running of assemblies and performances.
- Artistic assistance for school events.
- Providing integrated visual art resources throughout the building.
- Providing performing groups for school/community events.
- Providing parents/significant adults, other professionals and community members with a different view of students as they perform in the arts versus the general classroom.
- Attending professional performances and/or providing rich cultural experiences for students.
- Incorporating guest artists from community, collegiate or professional programs.
- Seeking external funding for programs through grant applications, leveraging community resources, and other activities.

Exhibit 2: Teacher Quality Standards and Examples of Practices that May be Evident During Classroom Observations of Visual Arts Teachers

This exhibit provides information about behaviors evaluators may observe in visual arts classrooms. The behaviors illustrate that the professional practices included in the Rubric for Evaluating Colorado Teachers are appropriate for evaluating arts education teachers. They are articulated here to provide specific information about how effective arts education teaching practices not only meet Colorado’s Teacher Quality Standards but also how they meet the educational needs of students enrolled in art classes.

| QUALITY STANDARD I | |
|--|--|
| 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 | Practices that May be Observed During Visual Arts Teacher Observations* |
| A. Teachers provide instruction that is aligned with the Colorado Academic Standards; the District’s organized plan of instruction; and the individual needs of their students. | <p>Teachers:</p> <ul style="list-style-type: none"> • Encourage student persistence in art making practices. • Sequence practices specific to diverse student interests, needs, and learning styles. • Scaffold the generation of ideas. • Support inquiry and construction of new knowledge with conceptual/physical materials and resources. • Respond to needs of students as they arise. <p>Students:</p> <ul style="list-style-type: none"> • Engage and persist during the art making process. • Demonstrate creative/innovative ability (at appropriate developmental age level). • Articulate knowledge of visual arts as it relates to history and culture. • Demonstrate ability to critique/evaluate art. |
| B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening. (ALL TEACHERS) | <p>Teachers:</p> <ul style="list-style-type: none"> • Share/model connections between designing, planning, creating an art work to the process of composing a piece of text. • Use visual art terminology and checking for student understanding through demonstration or discussion. • Model the written critique/evaluation process in visual arts. • Share a variety of planning/sketching/journaling processes in visual art. • Model/share processes for creating a strong artist statement. • Model how to interpret a work of art through attention to detail, thematic analysis, symbolic representation etc. <p>Students:</p> <ul style="list-style-type: none"> • Create original work. • Critically respond to their own work and the work of others. • Conference/analyze their own work with teacher and/or peers. • Solve problems posed by materials with developmentally appropriate level of fluency. |

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QUALITY STANDARD I

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 | Practices that May be Observed During Visual Arts Teacher Observations* |
|--|--|
| <p>C. Teachers demonstrates knowledge of mathematics and understands how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability. (ALL TEACHERS)</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Model mathematical thinking, problem solving and logic through spatial explorations and relationships and aspects of visual arts. <p>Students:</p> <ul style="list-style-type: none"> • Demonstrate spatial relationship when creating an artwork (e.g., point of view/perspective). • Demonstrate logic reasoning, patterns/form, when creating an artwork. • Recognize the importance of sequencing in process-based art making. |
| <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> | <p>Teachers:</p> <ul style="list-style-type: none"> • Deliver instruction and model: <ul style="list-style-type: none"> ➢ Visual arts skills. ➢ Application. ➢ Idea generation. ➢ Critical thinking. ➢ Analytical skills. • Provide individual and group feedback. • Lead discussions centered on the theory and practice of the visual arts. • Model and establish a classroom structure in which students understand the processes of critically responding, problem solving and collaborating. • Provide opportunities for students to reflect on their artwork and the artwork of others. • Document and provide opportunities for students to document the art making process. • Provide meaningful connections to contemporary artists/practices and integrates ideas from outside the art world into the art curriculum. <p>Students:</p> <ul style="list-style-type: none"> • Engage in self-evaluation/critique. • Follow classroom structures and expectations confidently. • Collaborate within group projects. • Apply visual art skills, idea generation, critical thinking, and analysis when creating/observing art works. |
| <p>E. Teachers develop lessons that reflect the interconnectedness of content areas.</p> | <p>Teachers highlight connections of visual arts to:</p> <ul style="list-style-type: none"> • World literature. • Humanities. • Social sciences and culture. • Economy. • Physical sciences. • Mathematics. • World commerce. • Health. <p>Students:</p> <ul style="list-style-type: none"> • Articulate connections of visual art to other disciplines |

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QUALITY STANDARD I

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 | Practices that May be Observed During Visual Arts Teacher Observations* |
|---|---|
| F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught. | Teachers: <ul style="list-style-type: none">• Connect the curriculum to current trends in the visual arts and society with consideration to differentiated learning styles and needs of students.• Share/model how to interpret art works• Provide a variety of visual art examples developed around well-known stories, television programs, movies, commercials, etc.• Demonstrate a variety of ways visual art can be used to share personal feelings and/or emotions Students: <ul style="list-style-type: none">• Identify/articulate spontaneous connections they make between personal experience and visual art exercises• Use higher level thinking in conversation with peers• Identify visual art examples found within their peer culture as it relates to art history |

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and visual arts teacher understand how teacher quality standards may be met through visual arts instruction.

QUALITY STANDARD II:

Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

| Elements | Practices that May be Observed During Visual Arts Teacher Observations* |
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| <p>A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Establish daily routines. • Greet students at class door. • Debrief with students following lessons. • Frame expectations clearly. • Establish learning targets individualized for the age and developmental levels of students. • Clearly communicate lesson objectives. • Treat students with respect and answer questions articulately. • Provide positive feedback. • Facilitate care for safety, materials, and tools in the studio classroom. <p>Students:</p> <ul style="list-style-type: none"> • Enter and show readiness for class independently. • Respond to teacher instruction with confidence and understanding. • Demonstrate an accepted protocol when asking for clarification or additional guidance. • Demonstrate a confident, respectful and positive rapport with teacher. |
| <p>B. Teachers demonstrate a commitment to and respect for diversity.</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Select visual art examples drawing from contemporary art, various cultures, races and backgrounds, and games/themes from different countries. • Explain the ideas behind artists' artwork and the work of others, appropriately communicating meaning and context. <p>Students:</p> <ul style="list-style-type: none"> • Share their own understanding of their personal culture and traditions of art. • Articulate various similarities and differences of traditions and cultures in art respectfully. • Recognize current artists from different cultures. |
| <p>C. Teachers engage students as individuals with unique interests and strengths.</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Provide opportunities for students to participate in art activities and events in a variety of ways. • Provide resources for private art studio instruction. • Provide opportunities for students to demonstrate skills and abilities in art through individual and group work. • Provide information about professional art shows/studios. • Include discussions of current events as they relate to visual art education. <p>Students:</p> <ul style="list-style-type: none"> • Develop artwork based on previous art making experiences and personal ideas and context. • Choose materials and art forms independently to communicate individual ideas. |

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QUALITY STANDARD II:

Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

| Elements | Practices that May be Observed During Visual Arts Teacher Observations* |
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| <p>D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Differentiate class materials in order to provide challenging experiences for every student. • Differentiate lessons to accommodate for different learning styles (ex. Auditory, kinesthetic, visual). • Scaffold learning experiences to enable all students to find success. • Model new skills and knowledge tasks. • Establish reasonable yet challenging learning progressions for students. • Group students by ability level • Provide different manipulatives and instruments as inspiration for lessons. <p>Students:</p> <ul style="list-style-type: none"> • Articulate their personal contributions to art class • Share ideas within group discussions or when creating group art pieces |
| <p>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.</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Provide immediate constructive feedback to students (for example; reading, reflection, websites, formal or informal critique). • Utilizing rubrics for planning/creating/refining art work • Provide a variety of feedback such as giving written or verbal notes, asking students to keep an art journal/sketchbook for note-taking • Provide a variety of communication options for students and families such as creating a website about art program, utilizing online grade book programs, utilizing journal notes to share at home, providing report card comments <p>Students:</p> <ul style="list-style-type: none"> • Share personal strengths and goals and reasons why they are strengths and goals • Articulate ways they can communicate classroom events, schedules, classroom expectations with their families • Participate in student-led parent-teacher conferences |
| <p>F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.</p> | <p>Teachers:</p> <p>Clearly articulate classroom management strategies and procedures exhibiting details such as the following:</p> <ul style="list-style-type: none"> • Lesson plans. • Efficient and purposeful transitions. • Re-teaching after practice. • Feedback to students. • Posted objectives. • Learning targets. • Success criteria. • Exit slips. <p>Students:</p> <ul style="list-style-type: none"> • Articulate and/or demonstrate classroom expectations confidently • Work in collaborative teams to plan/create/refine/evaluate artworks • Listen to others. • Share thoughts and ideas with peers. |

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and visual arts teacher understand how teacher quality standards may be met through visual arts instruction.

QUALITY STANDARD III:

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

| Elements | Practices that May be Observed During Visual Arts Teacher Observations* |
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| <p>A. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.</p> | <p>Teachers: Use researched-based instructional strategies such as:</p> <ul style="list-style-type: none"> • Pair/Share. • Coping strategies. • Following directions/signals. • Peer assessments. • Demonstrations. • Written and verbal observations (formal and informal). • Learning styles (proscenium, thrust, in-the-round). • Age appropriate instruction and materials. <p>Students:</p> <ul style="list-style-type: none"> • Participate in class with confidence and without disruption. • Demonstrate art skills as instructed. • Provide feedback about personal art and the art of others respectfully. |
| <p>B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.</p> | <p>Teachers: Use assessment strategies such as:</p> <ul style="list-style-type: none"> • Pre and post-tests. • Word walls of art specific language. • Differentiated manipulatives and instruction. • Visual aids (such as posters of techniques/art styles/ classroom procedures; videos of proper technique/style/procedures). • Daily objectives clearly posted. • Creative process reflections through verbal and/or journaling activities. • Critiques (individual, self, peer, small and large group evaluative discussions). • Altering the structure of lessons based on students' previous art work. • Rubrics (self-assessment and teacher assessment options). <p>Students:</p> <ul style="list-style-type: none"> • Participate in class with confidence and without disruption. • Demonstrate art skills as instructed. • Provide feedback about self and others respectfully. • Can share their personal understanding of classroom expectations and teacher instruction when asked. |

QUALITY STANDARD III:

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

| Elements | Practices that May be Observed During Visual Arts Teacher Observations* |
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| <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> | <p>Teachers:</p> <ul style="list-style-type: none"> • 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. • Scaffold and build on concepts. • Use visual aids such as modeling, video, posters with detailed steps and procedures. • Use a variety of research materials when preparing for classroom lessons. • Guide student learning through providing feedback based on formative assessment. <p>Students:</p> <ul style="list-style-type: none"> • Articulate reasons for specific classroom procedures. • Share research behind material they are learning. • Discuss/share their personal understanding of art trends/styles. • Share their personal understanding of assessment results. |
| <p>D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.</p> | <p>Teachers: Seek out and use ways to integrate technology throughout instruction such as:</p> <ul style="list-style-type: none"> • Tablets. • Hand held devices. • Videos. • Projectors. • Flipcharts. • Visual aids. • YouTube/Safeshare-web site searches. • Cell phones. • Media arts software. <p>Students:</p> <ul style="list-style-type: none"> • Articulate ways technology can enhance an artwork. • Share ideas for uses if technology within art class. • Demonstrate confidence in the use of technology within art class. |
| <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> | <p>Teachers:</p> <ul style="list-style-type: none"> • Use rubrics, models success criteria. • Assist students in setting individual goals. • Finds and pursues avenues for art inquiry to generate ideas in planning, creating, and reflecting on artwork. <p>Students:</p> <ul style="list-style-type: none"> • Articulate processes that make them most successful in art class. • Share ideas when creating art works. • Contribute to class discussions. • Set individual goals for art. • Attend to art classroom expectations including time management and deadlines. |

Continued on next page.

QUALITY STANDARD III:

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

| Elements | Practices that May be Observed During Visual Arts Teacher Observations* |
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| <p>F. Teachers provide students with opportunities to work in teams and develop leadership qualities.</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Allow students to learn in small groups • Provide opportunities for students to lead art lessons • Provide opportunities to students to share their art processes verbally or through artist statements <p>Students:</p> <ul style="list-style-type: none"> • Demonstrate personal responsibility • Share art knowledge with peers • Connect art making to contemporary practice. |
| <p>G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Post Learning Objectives • Use Word Walls to teach the language of art • Demonstrate and model standard art terminology • Provide a variety of opportunities for students to apply art terms throughout the creative process • Frame expectations clearly <p>Students:</p> <ul style="list-style-type: none"> • Demonstrate their own choice and experimentation with concepts, materials, processes, and technology. • Articulate personal understanding of art terms through providing their own definitions and/or demonstrating terminology correctly • Articulate purpose and/or lesson expectations |
| <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> | <p>Teachers:</p> <ul style="list-style-type: none"> • Facilitate systems to critique, respond, and form opinions, and interpret meaning in art making. • Encourage student ownership of ideas in art making practices. • Apply formative assessment practice. • Uses performance based assessment. • Appropriately measures growth in skills. <p>Students:</p> <ul style="list-style-type: none"> • Articulate personal understanding of strengths and goals to improve their art knowledge and skills • Share self-critiques and reasoning utilized during self-evaluation |

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and visual arts teacher understand how teacher quality standards may be met through visual arts instruction.

It should be noted that Teacher Quality Standards IV and V are not included in Exhibit 2 because their professional practices are not easily observable during classroom observations. These two standards are well-represented in Exhibit 1, which provides ideas for evidence/artifacts to demonstrate proficiency on non-observable practices.

References

Colorado Department of Education and Colorado Education Initiative (2014). Resource guide for deepening the understanding of teachers' professional practices. Retrieved from Colorado Department of Education, Educator Effectiveness at <http://www.cde.state.co.us/educatoreffectiveness/resourceguideteacherpp>.