



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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To provide feedback, please email: Educator_Effectiveness@cde.state.co.us

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.**

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 standards and elements at least annually. This requirement applies to evaluating the performance of principals, assistant principals, teachers and special services providers. The Colorado State Model Educator Evaluation System, developed in response to the passage of S. B. 10-191, requires all teachers, including those in non-traditional classroom roles, to be evaluated using the same processes and materials used for classroom teachers. Throughout the development and pilot testing of the evaluation system, teachers in non-traditional classroom roles have expressed questions about the applicability of the evaluation system for educators such as themselves. Because of the content they teach and their responsibilities, the teacher evaluation materials may not provide evaluators opportunities to review and rate all facets of the educator's work. This practical ideas guide is intended to help these types of educators and their evaluators maximize the flexibility options built into the system to ensure a fair, valid and reliable evaluation for all educators. 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 better understand the Colorado State Model Educator Evaluation System and how it applies to them.

The Colorado State Model Educator Evaluation System

The evaluation system focuses on continuously improving educator performance and student results. To support school districts in implementing the 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 finalization.

The State Model System evaluation process connections include, but are not limited to:



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 original development of this brief include:

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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.

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 such as translating perspective from a three-dimensional space to a two-dimensional space, or determining proportion for a three-dimensional sculpture. 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 as they occur in real life. In real life, we do not isolate subjects of math, writing, science, or history into 45 minute increments of our day. Instead, we synthesize 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, and make additional connections to music and historical events.

- 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.

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 work samples.

Continued on next page.

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.

Plans Lessons:

- 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.

Assess Student Learning:

- Assesses students both formatively and summatively.
- Pre- and post-tests in multiple ways often in the form of performance tasks
- Facilitates appropriate student self-assessments.
- Report card comments.
- Use of rubrics.
- Evaluations of student performances and growth.
- Reflects on lessons and student progress.
- 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.
- Make authentic academic/conventional life connections.
- 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.
- Social media
- Face-to-face conferences.

Participates in professional learning 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 task forces.
- 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

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 or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).	
Elements	Practices that May be Observed During Observations
<p>ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Articulate the connection between instructional practices and the Colorado Academic Standards in Visual Arts which may include: <ul style="list-style-type: none"> • Identified lesson goals, objectives, and big ideas • Structuring student interactions with materials and concepts • Whole and/or small group instruction, demonstration or modeling • Feedback and/or conferencing with individual students about their artwork • Scaffold instruction to provide the opportunity for increasing mastery in a medium or in communicating an idea through a work of art • Respond to student learning using appropriate arts-based formative and/or summative assessment practices which may include: <ul style="list-style-type: none"> • Teacher observation and discussion • Peer feedback • Conversations about artwork during the process of creating • Student self-assessment • In-progress as well as final critiques • In-process and/or final rubrics or otherwise shared criteria which may include student input <p>Students:</p> <ul style="list-style-type: none"> • Explain in their own way, their thinking about the meaning of the standards-based objective • Work as artists which can include observing, envisioning, inventing, reflecting, making, and finding relationships between ideas in their work and the work of others
<p>ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Strategically highlight connections to interdisciplinary and real-world content to promote inquiry in the creation or analysis of works of art • Purposefully provide images from a variety of sources that support interdisciplinary learning including a wide range of traditional art forms, new media, installation, performance art or other representations of visual culture • Lead students to highlight descriptive elements found in works of art using diverse literacies that activate prior knowledge • Encourage students to describe visual elements such as but not limited to line, shape, color, and compositional choices such as perspective, balance, rhythm, and more as elements of visual language that can be used and modified to convey artistic intent • Promote analysis and conversation about artwork either verbally or in writing that contextualizes understanding connected to a variety of content areas • Provide the opportunity for students to analyze and interpret work which could be written or verbal, in text, print, or in any variety of media or technological format. • Use artist statements as an iterative process in both visual and linguistic

	<p>communication to authentically engage and convey an idea</p> <ul style="list-style-type: none"> • Model mathematical practices that are intrinsic to artmaking and learning such as: <ul style="list-style-type: none"> ○ making sense of problems and persevere in solving them, ○ reasoning abstractly (ex: understanding concepts in a work of art by decontextualizing and understanding symbolically the elements used) ○ constructing viable arguments and critiquing the reasoning of others, ○ looking for and expressing regularity and repeated reasoning to attend to precision (e.g., such as in weaving, throwing on a pottery wheel, and other types of making) ○ using appropriate art tools strategically ○ looking for and make use of structure in the design and creation of works of art ○ making comparisons and calculations to determine spatial relationships <p>Students:</p> <ul style="list-style-type: none"> • Find problems, invent ideas, and envision solutions that engage with interdisciplinary content and real-world contexts • Demonstrate or describe mathematical and literacy practices as defined above in the creation and evaluation of their and others' artwork
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<p>ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Implement challenging tasks and opportunities for looking at, thinking about, making and connecting art to student experiences. • Use instructional materials that are accurate, culturally and contextually responsive, and appropriate for the art lesson being taught: <ul style="list-style-type: none"> • Model visual art skills, idea generation, critical thinking, research and analysis skills • Lead discussions centered on the practice of visual arts as a discipline with a recognized body of human accomplishments • 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"> • Demonstrate curiosity and generate questions that lead to further inquiry and self-directed artmaking • Synthesize concepts to create original works of art demonstrating thinking within and across disciplines • Develop multiple representations of a concept • Examine questions from multiple viewpoints
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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 Observations
<p>ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Establish daily routines • Organize art materials to facilitate ease of student use • Frame expectations for material use and classroom protocols clearly

<p>caring adults and peers.</p>	<ul style="list-style-type: none"> ● Provide art learning activities with learning objectives individualized for the age and cognitive developmental levels of students ● Respect student ideas and processes in classroom ● Encourage new learning from failed attempts at an art process or medium ● Affirm students' imagination and curiosity ● Provide positive feedback ● Allow for conversation and collaborative work as appropriate ● Facilitate care for safety, materials, and tools in the studio classroom ● Maintain routines that regularly alternate thinking activities (e.g. image/object/artist research) with artmaking ● Facilitate effective systems for students to safely access and care for materials and tools in the studio classroom ● Respectfully work with students as co-researchers <p>Students:</p> <ul style="list-style-type: none"> ● Use classroom routines and structures to make art and think artistically either individually or collaboratively ● Respectfully relate to teacher and peers as co-researchers, inventors, and artists ● Enter and show readiness for class ● Demonstrate individual ownership of artistic ideas and artmaking processes ● Demonstrate respect for teachers, fellow learners, self, and the classroom environment
<p>ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> ● Provide art making prompts and art discussion questions that can have multiple and diverse responses ● Include age appropriate discussions of current events as they relate to visual art education ● Provide contextual information about artwork acknowledging diverse cultural and social influences ● Avoid lessons that replicate other artists' work and other cultures' artifacts ● Facilitate thinking and artmaking activities acknowledging socio-cultural contexts ● Facilitate thinking and making activities about power and justice in visual culture ● Include content from contemporary and global artists ● Facilitate a safe culture of inquiry <p>Students:</p> <ul style="list-style-type: none"> ● Demonstrate understanding about socio-cultural contexts of art ● Demonstrate understanding about how power and justice as a part of visual culture ● Embrace multiple perspectives while researching and critiquing art ● Feel free to share personal narratives and express personal opinions in their artwork ● Demonstrate interest in various local, national, and global traditions and cultures
<p>ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> ● Structure lessons to allow for various artistic outcomes affording success for a range of ability levels ● Allow for individual and group work ● Acknowledge visual as well as verbal expression as a means for class participation and communication

	<ul style="list-style-type: none"> • Avoids prescriptive projects where all the student work looks similar • Differentiate curriculum and instruction to provide opportunities for students to find and solve creative problems in their own way • Pose creative prompts that can result in many different visual interpretations by students • Provide tools and materials for all students to creatively make art • Provide a variety of materials to support unrestrictive artmaking experiences for every student • Differentiate teaching practices to accommodate for different learning styles • Model new skills and knowledge tasks • Provide different manipulatives and instruments <p>Students:</p> <ul style="list-style-type: none"> • Choose materials and methods, independently, to respond to creative prompts • Maintain personal practices of ideation and research when making art • Develop artwork based on personal ideas and context • Express personal narratives and unique purposes of artmaking verbally or visually
<p>ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Provide immediate constructive feedback to students (ex: encouraging reflection, providing readings and/or appropriate websites, offering formal and informal critique) • Use rubrics for planning/creating/refining art work • Provide feedback through a variety of formats such as 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 the art program, utilizing online grade book programs or other platforms showcasing the meaning and/or process behind student work, utilizing journal notes to share at home, providing report card comments • Document and display the meaning and process behind the artwork in the physical school building. <p>Students:</p> <ul style="list-style-type: none"> • Participate in public documentation of the thinking behind their artwork via writing, speaking, video, photography, and/or other formats • Share and elaborate on personal strengths and goals with their reasoning • Determine ways they can communicate classroom events, schedules, classroom expectations with their families • Participate in student-led parent-teacher conferences
<p>QUALITY STANDARD III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</p>	
<p>Elements</p>	<p>Practices that May be Observed During Observations</p>
<p>ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Use formative assessment to guide student reflection • Use assessment to inform planning/instruction • Scaffold instruction to support meaning making that builds on concepts • Provide visual aids such as demonstrations, modeling, video tutorials, or images • Use a variety of research materials when planning for artmaking

	<ul style="list-style-type: none"> • Demonstrate sensitivity to the physical needs of each student and prepare a classroom studio environment that is responsive to individual needs • Facilitate and encourage cooperative and collaborative art learning • Engage in Culturally Responsive Education paying attention to student engagement, setting expectations for success, cultivating relationships, and leveraging student assets in the art space • Give written and/or verbal feedback that demonstrates knowledge of student individual learning needs • Promote a community inquiry based on kindness and respect • Encourage critical thinking and questioning in the creative process • Provide age appropriate instruction and art materials. <p>Students:</p> <ul style="list-style-type: none"> • Communicate research and ideation for artmaking sharing their personal understanding of art trends/styles • Reflect on feedback and assessment provided by teacher and peers • Collaborate by sharing ideas, art materials and support • Honor and respectfully support the unique expressions of fellow classmates • Create art with a growth mindset – a willingness to work through mistakes and failures for eventual positive outcome • Feel comfortable taking creative risks and experimenting with media and techniques
<p>ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Informally and formally assess student understanding (ex: observations of process and artwork, specific communication) • Provide useful and timely feedback (ex: individual conference, journal/sketchbook checks, in-process critique of artwork) • Facilitate peer feedback and review • Know student strengths and areas for growth • Encourage critique of art work (individual, self, peer, small and large group discussions either public or private) • Use performance assessments including the demonstration of skills, techniques, and completed artworks to guide planning and instruction <p>Students:</p> <ul style="list-style-type: none"> • Revise work based on feedback • Self-assess on a variety of skills and concepts to set learning goals • Discuss performance with peers, teacher, and family • Respectfully engage in the critique process • Monitor and revise their learning goals based on feedback
<p>ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Plan with appropriate technology in mind • Leverage technology tools to facilitate instruction (ex: flipped classroom, online tutorials, websites, blogs, etc.) • Encourage and support use of technology to enhance student learning, creativity, and collaboration • Are knowledgeable about current and available technologies so that learning experiences are relevant and engaging • Set expectations for appropriate technology use <p>Students:</p> <ul style="list-style-type: none"> • Demonstrate responsible and ethical digital citizenship in the research, making, and presenting of artwork • Use available technology collaboratively and respectfully • Select appropriate technology tools based on lesson goals

<p>ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.</p>	<ul style="list-style-type: none"> • Create artifacts and design tools to solve authentic problems <p>Teachers:</p> <ul style="list-style-type: none"> • Establish expectations at a level that challenges students • Plan lessons that encourage critical thinking, development of student agency, and initiative • Ask questions that challenge students to consider multiple perspectives • Encourage students to pose their own questions in order to test new and innovative ideas (What is the challenge/problem? How might I address this? What are some possible solutions?) <p>Students:</p> <ul style="list-style-type: none"> • Use questioning strategies to develop and test new and innovative ideas • Synthesize knowledge using evidence to justify choices, and decisions made in the development of artwork • Construct arguments based on logic, personal story, and other educational experiences • Engage in problem finding and problem solving during the planning and making of art
<p>ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Can articulate the reasoning for and value of student collaboration in the art studio classroom • Encourage and provide structures for cooperative and collaborative art learning • Provide multiple ways for students to demonstrate contribution to the creative process in a collaborative setting • Leverage the prior knowledge of students in the art studio, with planning, instruction and in the community • Hold students accountable for artwork product and collaboration processes <p>Students:</p> <ul style="list-style-type: none"> • Demonstrate personal responsibility taking initiative by contributing in collaborative art spaces • Respect and value the many roles that support collaboration • Utilize group and peer feedback to improve quality of their artwork
<p>ELEMENT F: Teachers model and promote effective communication.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Provide clear expectations for learning and behavior in the art studio classroom • Model how to articulate thoughts and ideas clearly and effectively when discussing and critiquing artwork • Use active listening strategies with students (ex: during informal and formal student/teacher conferencing about artmaking, during presentation of student artwork, and student sharing of art research) • Guide students in methods for effective communication <p>Students:</p> <ul style="list-style-type: none"> • Demonstrate clear and appropriate communication in discussions and critique • Formulate questions about art and creative processes • Explain their reasoning and thinking when discussing and critiquing artwork • Enrich a discussion or art critique with their thoughtful perspective • Facilitate an inclusive classroom culture that encourages participation from all class members

QUALITY STANDARD IV: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.	
Elements	Practices that May be Observed During Observations
ELEMENT A: Teachers demonstrate high standards for professional conduct.	<p>Teachers:</p> <ul style="list-style-type: none"> Engage in ethical behavior by consistently maintaining the confidentiality of student records as appropriate Establish respect for students, family, and colleagues by demonstrating consistent, reliable, and conscientious behavior Interact with students to promote ethical behavior that supports students as individuals and as members of a community Serve as advocates for students, school, community and district Seek out content specific professional development for professional growth <p>Students:</p> <ul style="list-style-type: none"> Articulate confidence in teacher’s commitment to modeling reliable and respectful behavior Demonstrate behavior that is responsive to the needs and interests of the classroom community
ELEMENT B: Teachers link professional growth to their professional goals.	<p>Teachers:</p> <ul style="list-style-type: none"> Intentionally align professional development activities to Colorado Academic Standards Design personalized professional growth plans that support school, district, and individual goals Apply knowledge and skills learned through professional learning to improve student outcomes in the art studio classroom Seek performance feedback from supervisor and or colleagues and implements feedback to improve practice in art and the creative process Reflect on and adjusts instruction to support student growth <p>Students:</p> <ul style="list-style-type: none"> Articulate confidence in teacher’s commitment to supporting student growth in art and the creative process
ELEMENT C: Teachers respond to a complex, dynamic environment.	<p>Teachers:</p> <ul style="list-style-type: none"> Recognize how complex and dynamic art learning environments inform instructional practice and support student growth Modify and adapt instructional practices to meet the evolving instructional needs of students in the art studio classroom Identify opportunities to foster stability by adapting to the changing demands of the art studio classroom and school environment Promote an inclusive school culture that supports social responsibility and democratic principles (ex: establishing an art classroom culture of respect and inclusivity and modeling/teaching how these principles are transferrable) Connect respect for the individual learner to culturally responsive instruction that is critically informed (ex: student assets are highlighted and leveraged in the art studio classroom space) <p>Students</p> <ul style="list-style-type: none"> Make reflective creative decisions that are culturally responsive to individual and group identities Support social responsibility and democratic principles in the art studio classroom and beyond
ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.	<p>Teachers:</p> <ul style="list-style-type: none"> Demonstrate leadership in school innovation, contributing their expertise in creative thinking and the artmaking process Actively participate in school decision-making processes by contributing to school committees and teams.

	<ul style="list-style-type: none"> • Support colleagues as they seek to improve practice by providing resources, informal mentorship, and/or engaging in collaborative activities • Seek out leadership opportunities that support the school community • Promote an inclusive school culture through family or community leadership (ex: leading interactive arts events, highlighting the assets of their students in the arts, advocating for all students/communities to be represented in the arts) • Advocates for improvements to education at the local, state, and or national level through leadership activities • Collaborates with community partners, organizations, and or networks to address educational issues <p>Students</p> <ul style="list-style-type: none"> • Contribute to school improvement through the display and promotion of artwork • Communicate the value of art to peers, school staff, family, and community members • Actively participate in local, district, state, and or national exhibition opportunities • Use artmaking opportunities to address current events and real-world experiences examining and re-envisioning ideas
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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>.