

Art

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconception of an area of knowledge can influence their learning.

Evidences

The teacher knows the study of and experiences in theories and philosophies of the visual arts, relating to the nature and value of art.

The teacher has knowledge and understanding of all components of the *Arkansas Visual Arts Curriculum Framework*, and local curriculum.

The teacher understands the breadth of content that is structured around important ideas, and knows how to prioritize what is taught in visual arts.

The teacher knows how to enhance student learning in the visual arts through the use of a wide variety of materials, tools, technology, processes and resources.

The teacher knows and understands that curriculum content is consistently evolving, fluid, and links to other disciplines.

The teacher recognizes the importance of classroom, and safe studio management practices.

The teacher knows and understands varieties of appropriate assessments and rubrics that are linked to instructional objective, based on curriculum content, and provides fair objective measurement of student achievement in visual arts.

The teacher knows how to use professional development activities and research to continually improve knowledge and skills both in general education and in visual arts.

The teacher is aware that curriculum should be flexible in meeting the daily, as well as the longitudinal instructional needs of teachers, students, schools and community.

The teacher knows and understands motivational factors and techniques in both individual and group context for the visual arts.

The teacher knows and ensures that what is taught and what is learned is accurate.

The teacher knows that environmental influences such as socio-economics status, previous learning experiences, ethnicity, genetic differences, gender and cultural heritage affect their learning processes.

The teacher knows and has command of the content of art.

The teacher knows why and how works of art are created and how to create them.

The teacher knows the historical, philosophical, and legal basis of services for children both with and without special needs.

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher values the study of and experiences in theories and philosophies of visual arts relating to the nature and value of art.

The teacher accepts the responsibility for embracing the *Arkansas Visual Arts Curriculum Frameworks*.

The teacher accepts the breadth of content that is structured around important ideas and values prioritizing what is taught in visual arts.

The teacher has a passion for enhancing student learning in the visual arts through the use of a wide variety of materials, tools, technology, process and resources.

The teacher believes that curriculum content is constantly evolving, fluid, and links to other disciplines.

The teacher respects the importance of classroom and safe studio management practices.

The teacher recognizes that varieties of appropriate assessments and rubrics are linked to instructional objectives, based on curriculum content, and provides fair, objective measurement of student achievement in visual arts.

The teacher engages in the use of professional development activities and research to continuously improve knowledge of and skills in both general education and visual arts.

The teacher believes that curriculum should be flexible in meeting the daily as well as the longitudinal instructional needs of teacher, students, schools, and community.

The teacher values motivational factors and techniques in both individual and group contents for visual arts.

The teacher cares that what is taught and what is learned is accurate.

The teacher believes that environmental influences, including student's socio-economical status, previous learning experiences, ethnicity, genetic differences, gender, and cultural heritage affect the learning process.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidences

The teacher practices the study of and experiences in theories and philosophies of the visual art relating to the nature and value of art.

The teacher's work reflects an accepting of the responsibility and embracing the *Arkansas Visual Arts Curriculum Framework*.

The teacher maintains the breadth of content that is structured around important ideas and values, and prioritizes what is taught in visual arts.

The teacher reflects that curriculum content is constantly evolving, fluid and links it to other disciplines.

The teacher implements researched classroom and safe studio management practices.

The teacher implements knowledge and understanding of appropriate assessments and rubrics that are linked to instructional objectives based on curriculum content and provides fair, objective measurement of student achievement in the visual arts.

The teacher maintains professional development activities and research to continuously improve knowledge of and skills in both general education and individual arts.

The teacher implements curriculum that is flexible in meeting daily, as well as the longitudinal instructional needs of teacher, students, school, and community.

The teacher effectively integrates motivational factors and techniques in both individual and group context for the visual arts.

The teacher ensures that what is taught and what is learned is accurate.

The teacher effectively uses environmental influences including students' socio-economic status, previous learning experiences, ethnicity, genetic differences, gender, and cultural heritage to affect the learning processes.

The teacher knows current trends and issues in general education and special education.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher understands principles of curriculum design for the visual arts and knows how to plan lessons, units, courses of study, and budget.

The teacher knows how to apply and link visual art to other disciplines.

The teacher knows and understands current scope and sequence in curriculum design.

The teacher knows and understands a variety of visual arts disciplines such as painting, drawing, print-making, sculpture, pottery, architecture, environmental art, graphic design, fiber arts, jewelry and technology in a studio environment.

The teacher knows and understands that curriculum structure for visual arts disciplines consists of knowledge, skills, demonstrations, and assessments that are linked to the educational goals of the learner, the local district, and state frameworks.

The teacher knows and understands that curriculum in the visual arts disciplines is designed to enable learners to understand themselves and the world around them, provide a means of self-expression, develop independent critical/creative thinking, problem-solving skills, and learn about their cultural heritage and that of others.

The teacher knows and understands that art curriculum contains unique knowledge, skills, demonstrations, and assessments.

The teacher knows and understands that curriculum in visual arts disciplines includes study of criticism, art history, and studio production.

The teacher knows the importance of using the language of art.. (communication...through one-on-one, verbal, visual, key questioning, reflecting, and responding).

The teacher knows how to ask questions to stimulate discussion as well as creative and reflective thinking using the language of art.

The teacher knows how to adapt academic, career, and social curricula for all types of exceptional learners, and knows how to adapt oral and written communication to the needs of the student(s).

The teacher knows effective strategies for collaboration with other professionals and how to participate with families, students and others in the development of individualized education plans/family service plans/transition plans for students.

The teacher knows how to plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting.

The teacher knows how to use task analysis and error pattern analysis to determine how to revise curriculum and instruction.

The teacher knows how to determine instructional, functional, and developmental needs of pupils through the use of curriculum-based assessments and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher knows how to use assessment information to establish goals and objectives that are appropriate for an individual pupil.

The teacher knows how to collect, document, and analyze performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher knows how to develop formal and informal alternative types of assessments (e.g. portfolio assessment and curriculum based assessment.)

The teacher knows how to analyze students' individual interests, abilities, and learning styles.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher is willing to design curriculum, believing that the content is constantly evolving and is fluid.

The teacher accepts the responsibility of working within a budget.

The teacher is committed to lifelong learning and is committed to linking art to other disciplines.

The teacher accepts responsibility in using the current scope and sequence of curriculum design.

The teacher values the importance of integrating the visual arts throughout the school curriculum.

The teacher values the importance of a balanced curriculum which offers a wide range of media processes, tools and techniques in the studio.

The teacher values the importance of maintaining the integrity of the visual arts in the school curriculum.

The teacher appreciates the value of art as a means of self-expression; develops independent critical/creative thinking, problem-solving skills, and learns about their cultural heritage and that of others.

The teacher recognizes the unique contributions of art in the total school environment.

The teacher accepts responsibility that the visual arts curriculum includes the study of criticism, art history and studio production.

The teacher engages in the language of art.

The teacher engages in the use of questioning as well as creative and reflective thinking to stimulate learning.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher selects, adapts, designs, and implements units, lessons, courses of study, and budget.

The teacher includes discipline-based, integrated learning activities and studio experiences in the visual arts and other disciplines.

The teacher implements curriculum in their specific visual arts discipline that becomes increasingly complex through time and is appropriate sequentially.

The teacher uses curriculum in their specific visual arts disciplines consisting of content

components that include painting drawing, printmaking, sculpture, pottery, architecture, environmental art, graphic design, fiber arts, jewelry, and technology in the studio environment.

The teacher develops curricula in the visual arts disciplines linked to the educational goals of the students, community, and state frameworks.

The teacher selects, adapts, designs, and implements curricula in the visual arts disciplines that develops critical/creative thinking, problem-solving, effective self-expression, and cultural heritage.

The teacher implements curriculum in the visual arts disciplines that provide organization, structure and pacing of knowledge, skills and assessments that are developmentally appropriate for all learners.

The teacher includes criticism, art history and studio production, and integrated learning activities and experiences in the curriculum of their visual arts discipline.

The teacher employs the language of art as a means of personal expression.

The teacher asks questions to stimulate discussion as well as creative and reflective thinking, using the language of art.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual pupil which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The teacher plans and implements developmentally and individually appropriate curriculum and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for pupils with diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher cooperatively develops and evaluates an individualized education program/individualized family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods for average and diverse pupils (i.e., gender, gifted to low functioning, various disabilities, high to low linguistically diverse, and social problems specific to the community {e.g. drugs, poverty, guns}).

The teacher effectively integrates the ability to infuse speech skills into academic areas as consistent with mode or philosophy espoused and ability of the students who is deaf/hard of hearing.

The teacher uses the ability to select media and technology appropriate to instructional goals and objectives and the ability to use assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves the students in self-evaluation of products by providing pupils with information about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The teacher modifies tests for students with disabilities and modifies the physical environment to ensure maximum performance on tests for students with disabilities.

The teacher collects, documents, and analyzes performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher involves families as active participants in the assessment process (especially for early childhood teachers.)

The teacher participates and collaborates with other professionals as a team members in conducting family-centered assessments (especially for early childhood teachers.)

The teacher collaborates with other professionals in evaluating the student.

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community (especially for early childhood educators.)

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher knows researched concepts for the stages of developmental growth in art.

The teacher knows learning styles and organizes instruction in various ways such as verbal, demonstration, visual/pictorial, and hands-on studio practice.

The teacher knows a variety of instructional strategies including, but not limited to, critical thinking, creative problem-solving, and interdisciplinary concepts.

The teacher understands the modification of instruction to meet the diverse needs of the student, such as physical, social, emotional and cultural.

The teacher provides students with opportunities for active learning such as individual and cooperative learning.

The teacher enhances learning by accessing developmentally appropriate media, technology, resources and studio management.

The teacher understands how to support the student by accessing information, resources and services in the school and community.

The teacher provides a variety of assessments integral to growth and development..

The teacher knows developmental concepts pertaining to individuals with exceptionalities, pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health, and the importance of supportive relationships.

The teacher knows the ethical considerations inherent in classroom behavior management and techniques for crisis prevention, students with various cultural backgrounds, and students with exceptional learning needs.

The teacher knows how to provide pupils with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to evaluate and use resource materials, aids, and materials for teaching children with special needs.

The teacher knows how exceptionalities and medications may affect student behaviors and educational, vocational, social, and psychological status.

The teacher knows how exceptionalities and medications may affect student behaviors and educational outcomes at various age levels.

The teacher understands peer coaching skills.

The teacher understands exceptionalities in learning, including curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to find information and services to support students, including community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher respects the creative uniqueness of each child and instills a passion for the visual arts.

The teacher values long and short term planning in the visual arts as necessary to provide the flexibility to adapt the instruction to student's needs, developmental levels, interests and responsibilities.

The teacher values instructional modeling and a creative studio involvement.

The teacher believes all students can achieve some level of success in the classroom as well as the community.

The teacher believes that art communicates ideas, independent thinking, problem-solving and self-expression.

The teacher is willing to find and use a variety of art media, techniques and strategies to meet the learning needs of students.

The teacher embraces the use of human resources to enhance learning.

The teacher respects learning styles by designing traditional and alternatives in assessments.

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success, including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities.

The teacher is willing to find and use assistive technology for children with exceptionalities.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The teacher demonstrates a variety of instructional strategies, media experiences, appropriate to planned scope and sequence related to the developmental stages of art.

The teacher implements lessons reflecting individual learning styles.

The teacher models effective communication techniques in the learning process and monitors student's progress based upon their understanding of student's backgrounds, developmental stages, sex, ethnicity and environmental influences.

The teacher provides experiences for student success.

The teacher provides opportunities for cooperative and individual learning.

The teacher selects appropriate human resources to implement learning experiences in both classroom and community settings.

The teacher creates and uses alternative assessment and traditional performance methods.

The teacher applies concepts of human growth and development to classroom instruction including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher varies instruction including using or adapting learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high surates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The teacher selects materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher provides opportunities for both individual and group learning, including the ability to help pupils work and cooperatively interact with their peers and to use play, environmental routines, and parent-mediated activities for learning.

The teacher finds and uses information and services to support students, including making appropriate referrals to community health and social services.

The teacher plans appropriate physical arrangements and activities, and implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher understands the development of children, adolescents and young adults in relation to art learning.

The teacher knows how to insightfully observe students and student work to understand individual differences that exist in the classroom.

The teacher knows that students may take different paths to the understanding and creation of art.

The teacher understands the need to develop relationships with families to gain valuable student insights.

The teacher knows how to create climates that promote social responsibility, self-discipline, respect and equity for all students.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values, including applying family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.

The teacher understands the importance of treating others with respect and dignity, including facilitating the integration of students with exceptionalities into the regular classroom.

The teacher knows how to communicate effectively with multiple audiences, including knowledge

of interdisciplinary interaction and the ability to deliver and interpret treatment plan information.

DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The teacher recognizes the importance of the development of children, adolescents and young adults in relation to art learning.

The teacher believes in insightfully observing students and student work and values individual differences that exist in the classroom.

The teacher understands that students may take different paths to the understanding and creation of art.

The teacher values the need to develop relationships with families to gain valuable student insights.

The teacher values how to create climates that promote social responsibility, self-discipline, respect and equity for all students.

PERFORMANCE

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect, and competence.

The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

Evidences

The teacher demonstrates understanding of the development of children, adolescents and young adults in relation to art learning.

The teacher insightfully monitors students and student work and understands individual differences that exist in the classroom.

The teacher provides opportunities for students to take different paths to the understanding and creation of art.

The teacher develops relationships with families to gain valuable student insights.

The teacher creates climates that promote social responsibility, self-discipline, respect and equity for all students.

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community, including modeling the roles teachers, other professionals, and parents assume in a collaborative relationship.

The teacher models affective, positive behavior appropriate to specific circumstances.

The teacher demonstrates conflict resolution skills.

The teacher creates an appropriate environment to increase pupil self-awareness, self-control,

self-reliance, and self-esteem.

The teacher interprets educational programs of all students to school personnel, school patrons, and community members, and models effective communication skills, including speaking, writing, listening, and nonverbal skills.

The teacher teaches students to be their own advocates.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher knows how to contribute in a positive manner to the intellectual, creative, cultural, and artistic life of the school and to the quality of instruction throughout the school.

The teacher knows how to contribute to the growth of the art teaching profession.

The teacher understands the need to be an advocate for the visual arts and works to influence policies that affect art education.

The teacher understands the need to encourage family communication and involvement with student learning in art.

The teacher recognizes the need for systematic reflection upon their influence on students, school and community, and is open to new ideas, seeks advice and continually refines their practice.

The teacher knows how to create fair and equitable assessments that attend to skills and

understandings central to the content of art and the effectiveness of their instruction.

The teacher understands and knows the importance of classroom and school regulations as well as the importance of maintaining accurate records as required by local, state and federal policies, and laws.

The teacher understands the importance of relating constructively and collaborates to improve the climate among colleagues, parents/guardians, student groups and community to enhance student learning.

The teacher knows how to use professional development activities and research to continuously improve knowledge of and skills both in general education and in visual arts disciplines.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy, including knowing assurances and due process rights related to assessment, eligibility, and placement of students who are culturally and or linguistically diverse.

The teacher understands stress management skills.

The teacher understands schools as organizations within the larger community context, including knowledge of interagency collaboration in planning behavior interventions and the roles of the variety of community services, agencies, and professionals who support pupils with diverse cognitive, motor, and/or social/behavioral needs and their families.

The teacher understands the importance of planning for involving parents in the instructional process.

The teacher understands the importance of involving parents and pupils in the establishment of behavioral programs, self-recording, and self-management.

The teacher understands the importance of encouraging and assisting families to become active participants in the educational team.

The teacher understands the importance of respecting parents' choices and goals for children and communicates effectively with parents about curriculum and children's progress.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher believes in contributing in a positive manner to the intellectual, creative, cultural and artistic life of the school and to the quality of instruction throughout the school.

The teacher accepts the responsibility of contributing to the growth of the profession.

The teacher recognizes the need to be an advocate for the visual arts and the need to work to influence policies that affect art education.

The teacher believes in encouraging family communication and involvement with student learning in art.

The teacher appreciates the need for systematic reflection upon their influence on students, school and community and is open to ideas; seeks advice, and continually refines their practice.

The teacher has high expectations for creating fair and equitable assessments that attend to skills and understandings that are central to the content of art and the effectiveness of their instruction.

The teacher accepts the importance of classroom and school regulations as well as the importance of maintaining accurate records as required by local, state and federal policies and law.

The teacher accepts the responsibility of relating constructively and collaborates to improve the climate among colleagues, student groups, parents/guardians, and community to enhance student learning.

The teacher embraces professional development activities and research to continuously improve knowledge of and skills, both in general education and visual arts disciplines.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher utilizes research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The teacher engages in contributing in a positive manner to the intellectual, creative, cultural, and artistic atmosphere of the school and to the quality of instruction throughout the school.

The teacher contributes to growth of the profession.

The teacher is an advocate for the visual arts and works to influence policies that affect art education and the community as a whole.

The teacher encourages family communication and involvement with student learning in the visual arts.

The teacher creates fair and equitable assessments that attend to skills and understandings that are central to the content of visual arts, and the effectiveness of their instruction.

The teacher systematically reflects upon their influence on students, school, and community, and is open to new ideas; seeks advice, and continually refines their practice.

The teacher implements classrooms and school regulations, and maintains accurate records as required by local, state, and federal policies and law.

The teacher collaborates to improve the climate among colleagues, student groups, parents/guardians and community to enhance student learning.

The teacher adapts professional activities and research to continuously improve knowledge of and skills both in general education and visual arts disciplines.

The teacher uses research to improve instruction, including reading and critically applying research and recommended practices for effective management of teaching and learning.

The teacher actively participates in professional organizations.

The teacher adheres to the profession's codes of ethical conduct and the ability to identify ethical and policy issues related to educational, social and medical services for young children and their families.

The teacher demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for pupils.

The teacher develops a plan to collaborate in developing methods for implementing school-center or home-based teaching and management plans children.

The teacher participates appropriately as a member of a transdisciplinary team in activities related to planning, implementing, and evaluating individualized instructional and related programs for a pupil.

The teacher works collaboratively for student and school improvement, including communicating options for programs and services at the next level and assists the family in planning for transition.

The teacher assists families in identifying their resources, priorities and concerns in relation to their child's development (especially for early childhood teachers).

The teacher involves families in assessing planning for individual children, including children with special needs.

The teacher implements a range of family-oriented services based on the family's identified resources, priorities, and concerns (especially for early childhood teachers.)

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school, including the use of state, local, regional, and national resources to aid in the delivery of services for students and matching home, school, and community resources with student needs.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school, including demonstrating knowledge of the roles and use of paraprofessionals and volunteers in an instructional program, and demonstrating the ability to work with and supervise paraprofessionals in an instructional program.

The teacher seeks and uses human, material, community, and financial resources to

improve student learning and to improve the school, including using adult learning principles in supervising and training other adults, and facilitating the identification of staff development needs and strategies for professional growth.

The teacher is an advocate for student learning and school improvement, including communicating program needs, processes, and outcomes, and advocating on behalf of children and their families.