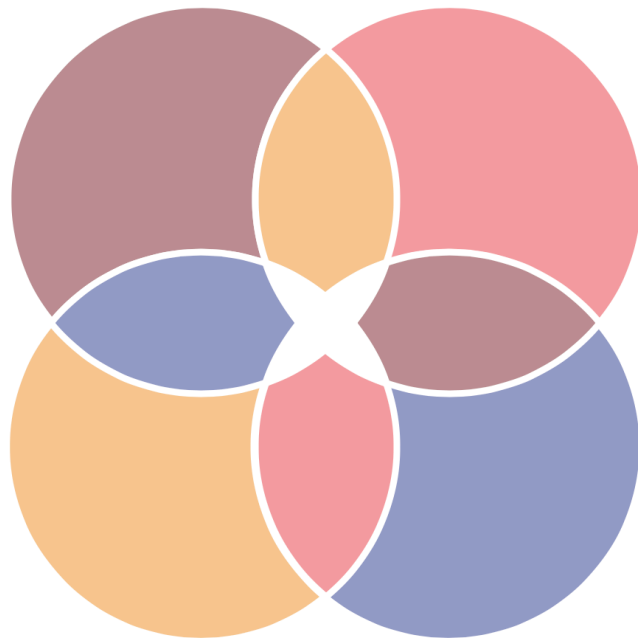


# THE FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT

2013 EDITION

Examples for Visual Arts



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# Introduction

An important addition to both the 2011 and 2013 edition of Charlotte Danielson's **The Framework for Teaching** was the inclusion of Possible Examples of practice. For each of the 22 elements in the Framework, possible examples have been written at all four levels of performance, across of broad range of grade levels and content areas. The possible examples have been a valuable tool for those who are learning the Framework and for those who are using the Framework to help teachers improve their practice. The examples have been so useful, in fact, that special area teachers are asking if examples have been developed for their particular areas.

In response, members of the Danielson Group have begun developing examples that resonate with educational specialists. Kris Deni, working with members of the Danielson Group, has developed specific examples for special education teachers. Others are looking at the rubrics as they apply to special education support personnel and others.

In this series of documents, I have developed examples for those who teach in the area of Fine Arts: music education, visual art, dance, and theater. This document provides examples of performance in the area of visual arts. It is important to note that this is not a document about “what” should be taught. The National Coalition for Core Arts Standards<sup>1</sup> has developed standards for creating, performing, responding, and connecting in the fine arts areas. This document, instead, provides examples of what good teaching looks like and sounds like. It is about “how” to teach fine arts.

Charlotte Danielson's Framework for Teaching defines what good teaching looks like using language that is familiar to educators. The Framework for Teaching was first published by ASCD in 1966 and builds upon decades of research on effective teaching synthesized by the Educational Testing Service (ETS). In 2007, Charlotte Danielson updated the Framework, incorporating research published after 1966. Tightening up the rubric language, The Framework was revised in 2011 in response to the Measures of Effective Teaching research project conducted by the Bill and Melinda Gates Foundation. Then again in 2013, a new edition of the Framework was published, incorporating the language of the Common Core Teaching Standards.

The Framework rubric language does not change for fine arts teachers. Charlotte Danielson has often said, “good teaching is good teaching.” What might be

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confusing to fine arts teachers is that the manifestation of those rubrics looks differently in the broad range of grade levels and subject areas that make up preK-12 education. And just as important, effective teaching dictates that the implementation of the Framework is developmentally appropriate, equitable, culturally appropriate, fortified by high expectations, designed for assumption of student responsibility, mindful of the range of student needs, and bolstered by the effective use of technology.

So, here are possible examples of Charlotte Danielson's Framework for Teachers, implemented in K-8 general music classrooms, reflecting what you might see at four levels of performance: Unsatisfactory, Basic, Proficient, and Distinguished.

Ron Anderson, Ed.D.  
The Danielson Group, July, 2015

## FfT Examples Visual Arts Teachers K-8

1a

### Demonstrating Knowledge of Content and Pedagogy

#### Unsatisfactory: Level 1

- In a planning conference, the teacher says, “I want the students to understand that visual balance means having exactly the same design on each side of the vertical axis.”
- “I plan only to have the students do a worksheet to introduce the Rococo Period; we don’t have room for a projector and screen and I don’t have access to a computer.”
- The teacher’s long-range plan includes only one strategy: reading chapters from the art history textbook and classroom Q and A.
- The teacher repeatedly mispronounces artists’ names: Rodin, Seurat, Gowdy, etc.

#### Basic: Level 2

- The teacher discusses symmetry and balance but does not point out the relationship of the two concepts.
- The teacher’s long-range plan for A World Survey of Art touch on only painting, sculpture, and photography and focus primarily on the 18<sup>th</sup> century.
- The teacher tells the students their paintings are “messy” but does not elaborate.
- For one of his lessons, the art teacher has copied coloring book pages for the kindergarten students to color.

#### Proficient: Level 3

- In answering a question about balance and symmetry, the teacher points out that symmetrical art is balanced about the vertical axis, but that balance is not necessarily symmetrical.
- The teacher explains that shape and form can be both two and three-dimensional and offers multiple examples of each for the students to see.
- The teacher plans a lesson on organic and geometric art forms and plans to present not only the definition, but also provide multiple examples of the concepts for the student to see and lead them through a concept attainment activity.

- The teacher's handout for the lesson on form explains that strong contrasts in value in a composition can define the boundaries of form.

#### Distinguished: Level 4

- The art teacher's lesson on Jacob Lawrence coincides with the students' study of the Great Migration in social studies class and the teacher's graphic organizer shows the connection between the art panels and the events that took place in history.
- Planning a discussion of Baroque art, the teacher will relate the attributes of this style to similar attributes in art, sculpture, and the architecture of the period.
- Introducing a new unit on modern art, the teacher anticipates numerous misconceptions about the genre, and employs a KWL strategy to enumerate those misconceptions before she begins the unit.
- Planning a lesson on shape and form, the teacher will ask students to make connections to shape and form in music, set design, staging, and dance class and then makes the connection to what she is teaching.

#### 1b

#### Demonstrating Knowledge of Students

##### Unsatisfactory: Level 1

- The teacher says, "I find it best to have them stay quiet when we are looking at paintings; they ask too many questions and sometimes make silly comments."
- The teacher did not know that one of her students had exhibited at a local gallery until informed by a parent at the spring art show.
- When asked about his selection of paintings for the lesson on religious art, the teacher was unaware of the cultural diversity of the class.
- When invited by a number of students of Greek descent to attend the local Greek festival and sculpture exhibit, he replied, "I'm not a big fan of Greek art."

##### Basic: Level 2

- The art teacher does not ask her students to read about art, because the regular classroom teacher has indicated several students are non-readers and she does not know specifically who they are.
- The teacher knows that several of his students are working with the occupational therapist and have limited movement, but he is not aware how this affects their ability to participate in the art classroom.
- The teacher rarely asks her Japanese exchange students to share what they know about Japanese art with the class.

- “I know that students need to do some thinking before they start their sketches, but I can’t afford to let them get off task for even one minute.”

#### Proficient: Level 3

- The teacher knows that she has a number of middle-eastern and eastern European students in her classroom and incorporates this into her art history planning when possible.
- The teacher has indicated on her student roster which students fall into beginning, intermediate, and advanced drawing groupings.
- The teacher is aware of four students who are on IEP’s and who have dyslexia.
- Knowing the German heritage of the town she teaches in, the teacher has planned a unit on German art to coincide with the community’s heritage festival.

#### Distinguished: Level 4

- The teacher shares individual profile sheets for each student, detailing their prior art experience, art classes outside of school, and interests in creating in various art media.
- The art teacher schedules conferences with other classroom teachers to discuss individual student’s learning styles and special needs.
- At the beginning of the year, the art teacher administers a student art survey to learn about each student’s individual heritage, interests, abilities, and dreams.
- The teacher finds time to participate in IEP meetings for individual students in her class and asks questions about how his program can help meet their needs.

### 1c

#### Setting Instructional Outcomes

#### Unsatisfactory: Level 1

- The teacher’s lesson plan states, “The students will each get to pick a favorite subject for a picture they would like to draw.”
- The teacher’s goal is for the students to learn to love art.
- The goals for the art history lesson are all factual: names of artists, birthdates, and country of origin.
- The teacher states for a goal, “We’re doing the Renaissance.”

#### Basic: Level 2

- Although there are multiple levels of artistic talent in the class, the teacher’s lesson plans indicate only one goal for the entire class.
- For an art appreciation lesson on Picasso, one goal is for the students to come up with as many words as they can that begin with each letter of the word

Picasso. The other objective is for the students to be able identify examples of cubism in Picasso's art and to identify metaphors in his collages.

- The outcomes are written for the class as a whole without regard to the fact that some advanced art students may be bored while other students with little art background may be struggling.
- The teacher's goal for the museum visit: be able to list names of painting viewed, the artist, and the year the painting was created.

#### Proficient: Level 3

- In an introduction to art class, the teacher has differentiated expectations for students who will experiment with color, accommodating the needs of two handicapped students who have arthritic dysfunction, three students who have taken art classes outside of school, and the needs of the remainder of the class.
- Following a study of a well-known artist's work and a virtual field trip to his studio, students will be asked to write a critique of the artists work in terms of the concepts they learned in their study.
- The teacher's long-range plans for the art survey class include outcomes not only for conceptual understanding, but also for creating and responding to art.
- Given a series of Van Gough art reproductions arranged in chronological order, students will be able connect details in the art to details in a narrative description of the life of Van Gough.

#### Distinguished: Level 4

- The teacher has a conference with students in the advanced design class to agree mutually upon goals for the academic term and when appropriate, encourages students to strive for more rigorous outcomes.
- With assistance from the teacher, students planning to make art as a career are asked to develop individual learning maps that will help them achieve their goals.
- Following a study of the artistic risks made by Picasso in his paintings, advanced art students will enumerate possible risks that could take with their own portfolios using a risk/benefit organizer developed by the teacher.
- Art students will be asked to create five works that demonstrate mastery of three-dimensional design and to write about their art in terms of concept, composition, and execution.

1d

#### Demonstrating Knowledge of Resources

#### Unsatisfactory: Level 1



- The teacher is not aware that the district has a set of digital cameras that can be borrowed for six-week unit plans.
- The teacher uses only the district-adopted textbook for art history.
- A parent asked the teacher about a recommendation for art enrichment activities outside of the school, but the teacher was unaware of the classes offered at the YMCA and the summer art camp sponsored by a local museum.
- An experienced teacher is not aware that the community arts council has funds available to purchase art supplies for her classroom.

#### Basic: Level 2

- Although the teacher attends PD workshops offered by the district, the district does not offer PD in the area of art instruction and the teacher does not seek out training in his or her specialty.
- The teacher is aware of the various free in-school programs offered by the local arts council, but does not look beyond the local area for classroom resources.
- The teacher knows that she needs to learn more about the art software that was purchased for her by the technology department, but she does nothing to find training online or elsewhere.
- The art teacher does not attend any gallery showings, museums, or art installations of any kind outside of the school even though a professional day is allocated for that purpose.

#### Proficient: Level 3

- For a lesson on sculpture, the teacher takes digital images of statues in local parks, plazas, buildings, etc. for use in the lesson.
- The teacher has invited a curator from a local museum to speak to his class.
- The teacher is taking an online course to learn how to better use Photo Shop and to build lessons using the software.
- For her lesson on Renoir, the teacher downloads teacher resources from the Internet to supplement what she was able to borrow from the district media center.

#### Distinguished: Level 4

- The art teacher has developed an extensive database of community and regional art and design that includes museums, architectural examples, bridges, statues in public areas, etc. for use in her lesson planning.
- The teacher is a member of and participates in her local university's art education department advisory group.

- The teacher is a member of her state and national art education organization and receives emails for all upcoming professional development opportunities and conferences.
- The teacher is trained as a docent at a local museum and uses that knowledge of the collection in her lesson planning.

1e

## Designing Coherent Instruction

### Unsatisfactory: Level 1

- The teacher's lesson plans are jotted down in a one-inch square section of a plan book and indicate: work on drawings.
- Responding to a standard for teaching about religion in art, the teacher plans to have first grade students coloring Easter bunny pictures.
- The teacher has designed a number of disparate art activities for his lesson, but they do not appear to be related to one-another nor organized into any logical sequence.
- For a lesson on shape and form, the teacher plans to have the students spend the period copying definitions from the white board into their notebooks.

### Basic: Level 2

- The teacher's lesson plan time allocations do not include time for the students to clean up their areas nor to put away supplies.
- All of the lessons in the art history unit consist of reading the chapter and independently answering the questions at the end of the chapter.
- While students in the class are widespread in their ability to create art, the teacher plans nevertheless to allow the students to choose their own groupings for the mural activity.
- Although some of his students are advanced in their ability to draw, for a lesson on shape, form, and balance, the teacher plans the same activities for everyone in the class.

### Proficient: Level 3

- After a mini lesson on the etchings of Albrecht Dürer and Rembrandt, the teacher will have her fifth grade art students experiment with the creation of foam engravings that demonstrate the use of various textures and lines.
- After modeling and discussing the process for making stencil prints, the teacher will have her eighth grade students creating prints that demonstrate registration, inking, and lifting techniques.

- Getting ready for a school art show the teacher plans to have the students use their art vocabulary to create wall art, labels, catalogues, and promotional materials for the show.
- The plan calls for students to create two-dimensional digital posters for the school musical, incorporating what the students have learned about balance, contrast, emphasis, unity, and rhythm.

#### Distinguished: Level 4

- For an end-of-term project, students will be assigned to groups to create a virtual museum, self-selecting digital arts images from their own portfolios and writing a catalogue describing their work using art vocabulary acquired throughout the term.
- Advanced students will be asked to prepare themselves as docents to accompany younger students on a museum trip, selecting which art they will see, learning about the art and artists, and planning what they will say and what questions they will ask the younger students.
- Students planning to pursue higher education in the arts will be asked to explore various institutions of higher learning and to create PMI (plus, minus, interesting) comments about each institution they have selected and to present their findings to the class.
- After several “virtual” field trips to various art shows, students will be asked to work in groups to design their school art show including rationales for logical progression of the art, traffic flow, positioning for visual impact, lighting, and use of space to welcome guests and introduce the show.

### 1f Designing Student Assessments

#### Unsatisfactory: Level 1

- The teacher does not plan to assess the students in art class.
- The teacher says, “I hate giving grades. I have over 100 students to teach. I give everyone an A except for those that misbehave in class. I give them a C.”
- A beginning middle school art teacher gives everyone an F for the first grading period saying, “This ought to make their parents take notice and get them to shape up.”
- The teacher assesses the art abilities of his students, but does not use the information in any way when planning lessons.

#### Basic: Level 2

- Following an assessment of the artistic abilities of her students, the teacher determines the class in general is average in ability and plans lessons for the whole class accordingly.
- The teacher enters pluses and minuses into her grade book following each art class, but she does not have any specific criteria for doing so.
- The district requires an assessment, so the art teacher gives a paper/pencil test at the end of each grading period.
- When the advanced art teacher asked for names of students who might be interested in taking her studio class, the teacher was able to provide names of those who expressed interest, but not any indication of their artistic ability.

#### Proficient: Level 3

- As students work on their art projects, the teacher has a structured plan to provide critical feedback and suggestions to the artists.
- The teacher has written a rubric for use in evaluating the posters the students will create and has aligned the rubric with her outcomes for the lesson.
- The teacher is planning conferences with groups of students to discuss their works in progress and to provide feedback related to the desired outcomes of the project.
- The teacher has developed a set of questions she might ask students as she monitors their thinking during the planning stages of the art project.

#### Distinguished: Level 4

- The teacher has asked students to help her design a rubric, which they will use as a class to assess their original art creations.
- The teacher plans to schedule individual conferences with students as their creations progress and to provide formative feedback based upon each student's individual goals for the project.
- The teacher plans to have the students write a response to her feedback, detailing what they will do next to improve their work based upon her comments.
- The teacher has asked an art reviewer from the local newspaper to write a review of the school art show, asking the reviewer specifically to talk about not only strengths of the show, but also how it might be improved.

## 2a

### Creating an Environment of Respect and Rapport

#### Unsatisfactory: Level 1

- The teacher makes a disparaging remark about a student's art creation, and the student holds back tears.
- The teacher says, "I have too many students to try to begin to learn your names, so I won't even try."
- A few students giggle when a student shares his work, and the teacher says nothing to them.
- Several students are talking and not paying attention to another student who is discussing his painting, and the teacher does nothing.

#### Basic: Level 2

- Students applaud halfheartedly at the conclusion of a student's digital presentation.
- After a student shows his work to the class, the teacher says, "Thank you, who is next?"
- The teacher reminds students that it is inappropriate to laugh at a classmate's work, but they continue to chuckle later on in the lesson.
- While most of the teacher's comments to students are respectful, she remarks to one student, "That hurts my eyes."

#### Proficient: Level 3

- The teacher smiles, saying "I like how you have used complementary colors in your painting and I like how the hands draw your eye to the basket of roses."
- Most of the students are willing to share the progress they have made in their project with the rest of the class, but a few are somewhat hesitant.
- Students are asked to write feedback to classmates on sticky notes as they do a gallery walk through the classroom, and most notes are positive comments.
- A student begins to rudely criticize another student's artwork, and the teacher interrupts: "Put your comment in the form of a suggestion please."

#### Distinguished: Level 4

- The teacher and a student are discussing the which pieces should go into her college entry portfolio and the teacher says, "These pieces for sure because they show your deep understanding of human rights."

- Classmates offer unsolicited, enthusiastic applause following a student's presentation.
- A student is making suggestions to another student about his painting, and they both smile: "I'll think I will try that; thank you so much!"
- A student is overhead saying to his teacher, "Will you write a letter of recommendation for my college entrance packet? I respect your comments about my work more than any other teacher in the program."

2b

## Establishing a Culture for Learning

### Unsatisfactory: Level 1

- Several students do not begin working on the project the teacher has assigned to them, and the teacher says nothing.
- The teacher says to the class, "I'm not going to spend much time putting this art show together because most of your families don't come anyway."
- Students in the drawing class turn in their sketches, and they are returned the next day with just a checkmark.
- The teacher says to a student who is struggling with perspective, "Why don't you just place the objects all in one plane."

### Basic: Level 2

- Five minutes before the end of the art history class, the teacher says, "That's all I have for today. You may talk quietly among yourselves until the bell rings."
- The teacher says, "I think most of you will be able to get a piece of art done before the show."
- The teacher has given the students a worksheet to complete on Renaissance art and says, "I just need for you to turn this in before the bell rings."
- Several students are struggling to come up with an idea for their sculptures and the teacher does nothing to encourage them.

### Proficient: Level 3

- Don't say 'those dark places in the painting.' You know the term for this is chiaroscuro."
- "This exercise in perspective is going to be challenging for you, but I know you can do it. Let's get ready to work!"
- "It's important they you really get good at shading; this skill is critical to the success of everything you will create in the future and it will become second nature if you work hard at it now."

- “The teacher hands back a preliminary sketch to a student and says, “I would like for you to add more detail, especially in the gentleman’s shirt and coat.”

#### Distinguished: Level 4

- The class erupts in spontaneous applause as a student unveils his completed artwork.
- No one noticed that the principal had entered the classroom and had been standing there for ten minutes; everyone was hard at work on their projects and did not notice him standing there.
- Students mildly protest when the teacher says it’s time to put things away: “Please let us work just a few more minutes; I need to get this just right before I stop today.”
- The teacher chokes up when talking to the class about the meaning of art they are studying.

#### 2c

#### Managing Classroom Procedures

#### Unsatisfactory: Level 1

- The teacher asks students to get into groups of four. Students begin arguing over who will be in their group and one student begins pouting because no one wants her in their group.
- The teacher asks students to come forward to choose an object for the still life. All of the students come forward at once and several students are all grabbing for the same object.
- The teacher asks one student in each row to get art history textbooks for his or her row, but there are not enough books. The teacher spends five minutes looking for extra books, but cannot find any.
- The regular teacher escorts her class to the art room, but when they enter, students are observed wandering around, chatting with friends, looking out of the window, and texting on their phones. It takes two minutes for the teacher to get the students to sit down and get quiet.

#### Basic: Level 2

- Students are not given anything to do while the art teacher takes attendance and some time is lost to instruction.

- Students who are putting the art supplies away put them in the wrong place and the teacher needs to remind them where they are supposed to go.
- Students are asked to get into their assigned groups, but students are slow to move into the new groups and begin talking among themselves, taking five minutes to transition.
- While the teacher is working with one small group, students in the other groups appear to be only partially engaged and appear to be confused about what they are supposed to do.

#### Proficient: Level 3

- Students enter the art classroom single file, quickly take their assigned seats, and the teacher gently reminds a couple of students to place their book bags a bit further under their chairs.
- The teacher has placed pictures of the art supplies on the shelves where they belong so that students returning them put them in the proper place.
- The teacher projects a digital time onto the white board so that students working at the bench know when it is time to regroup as a whole.
- A student is observed following the procedure for cleaning a paint brush and putting it in the holder in its correct slot.

#### Distinguished: Level 4

- The teacher is a minute late for class due to an unforeseen emergency and enters the room to find the students already working on their projects.
- As they file into the art history room, students initial the sign in sheet as they enter, pick up their textbook from the shelf, and take their seats, all without prompting from the teacher.
- At the end of the class period nears, one student is assigned to be the time keeper begins reminding everyone to wind down, another who is in charge of clean up passes through the aisles with a trash can, and another student assigned to supplies begins collecting materials to be put away; all without teacher prompting.
- Seeing that a student has returned the art books he has collected to the wrong shelf, a classmate politely redirects him to the proper shelf.

## 2d

### Managing Student Behavior

#### Unsatisfactory: Level 1

- A couple of students are texting on their smart phones and the teacher does nothing to stop them.



- The teacher does nothing when the students begin running around the studio chaotically during the class.
- The teacher asks a student to stop tickling his neighbor with an art brush, but the student does not stop.
- The teacher reminds students not to begin mixing the colors until they are told to do so, but they begin anyway and the teacher says nothing.

#### Basic: Level 2

- The teacher scolds one group for excessive talking, but says nothing to another group doing the same thing.
- One student is given a detention for excessive talking, but another student who is talking just as much is given a warning.
- When the teacher asks students to take their seats, some do so immediately and others linger.
- Some of the classroom rules are specific, e.g. do not use art supplies without permission, but others are vague: proper studio etiquette is expected.

#### Proficient: Level 3

- The teacher gives “the look” to a student who is waving his paintbrushes in the air; he immediately stops.
- The teacher moves toward a small group of artists who are off task, and they get back to work.
- A student is observed banging his textbook on the back of a chair and the teacher gets effective results saying, “Someday you’re going to be a famous drummer, but for now please hold your book steady.”
- While most of the students in the art class behave appropriately, the teacher effectively manages the behavior of one or two students who cannot seem to stay in their seats during the presentation.

#### Distinguished: Level 4

- One student tries to strike up a conversation while the teacher is talking. His partner gently places her hand on his arm, looks at him, and makes a “quiet” face.
- The teacher smiled and welcomed a student who came into class late, quickly explained what the class was doing, and subtly handed her a detention slip without comment.
- As the art supplies are being passed out, a student courteously reminds a classmate not to begin until the teacher has finished giving the directions.
- Students monitor their own actions, resulting in entirely appropriate behavior for the entire period.

2e

## Organizing Physical Space

### Unsatisfactory: Level 1

- The teacher kept clean up solvents in unmarked containers.
- The teacher has the students moving to new positions and the students must move over a loose carpet and jump over an extension cord to execute the movement.
- Students in the back two rows cannot see the slides projected onto the whiteboard.
- The teacher holds up small pictures for the students to see, not making use of the Elmo projector and screen that are readily accessible to the teacher.

### Basic: Level 2

- The teacher has external speakers for her computer, but some students who are not close cannot hear the narration of the video she is showing.
- A few of the shorter students in the back of the room cannot see the still life they are painting.
- Some of the visuals used by the teacher are designed in PowerPoint, while others are tediously hand written on the chalkboard.
- The lecture room has chairs, but no desks. When students are asked to write, they must do so on their laps.

### Proficient: Level 3

- The teacher has the stations arranged so each gets a good amount of natural light.
- The teacher places the still life objects high enough so that all students can see well.
- The teacher has arranged the chairs theater style for the small group presentations.
- The supply cabinets for the elementary art students are designed at their level so that they can put their own supplies away.

### Distinguished: Level 4

- Several students move their easels so that they can get better light.

- The students, with permission, come up with a plan to transform the commons area into a gallery space for the art show.
- The teacher, with permission, takes her class to a neighbor's rose garden for the painting class.
- Students re-arrange the classroom furniture to create their post-modern sculptures.

DRAFT

### 3a

## Communicating with Student

### Unsatisfactory: Level 1

- The teacher does not explain the purpose of the lesson to the students at any time during the lesson.
- The teacher says, “Bring the finished paintings up to James and I” and later, “Raise your hands each time you see the image reoccur.”
- Ten minutes into the activity, several students come up to the teacher and ask, “What are we supposed to be doing?”
- Students began to collect the incorrect art supplies following the teacher’s explanation of what they would need to begin.

### Basic: Level 2

- The teacher explains how to mix the colors, but many students are confused and students are asking, “Say that again, please. I’m lost.” The teacher clarifies.
- When mentioning that artist Lucian Freud is over 80 years old, the teacher mispronounces his last name.
- The teacher lectures for 30 minutes about the life of Picasso, but does not invite participation or the intellectual engagement of the students.
- When discussing Rembrandt, he teacher introduces new art terminology, e.g. chiaroscuro, but does not explain what it means to the students.

### Proficient: Level 3

- The teacher says, “By the end of the period, you will be able to list six characteristics of the Renaissance period and be able to compare and contrast those characteristics with other periods we have studied.”
- When a student appears to be idle and says, “I’m just thinking,” the teacher suggests several strategies for him to move his thinking forward.
- The teacher models the correct way for the artists to gently grip their brush in order to paint fine details.
- The teacher projects the instructions for creating the mural on the board so that student groups can refer to it they progress through the activity.

#### Distinguished: Level 4

- Using correct terminology, a student asks the teacher, “Do you want us to keep the same hue, but just adjust the intensity or value?”
- The teacher says to the class, “You’re most likely going to want to carry too much paint on the brush for this technique; if the paint is watered down too much it will drip.”
- The pottery teacher explains and demonstrates the proper way to form the clay into sausage shapes and then roll them into ropes.
- “The teacher explained and showed examples of the flowing curves in Baroque art and invited the students to identify similarities in pictures of Baroque architecture and samples of Baroque music.”

#### 3b

#### Using Questioning and Discussion Techniques

##### Unsatisfactory: Level 1

- The teacher is discussing an article about modern art with the class, asking all of the questions herself and calling on four or five students who continue to raise their hands to speak.
- The teacher asks only recall type questions to the class who has just read an article on how art can enhance public spaces.
- A student responds, “I think 35 mm photography will someday go completely away,” and the teacher does not ask her to explain her thinking.
- The teacher is leading a discussion on Japanese art, but only four students participate.

##### Basic: Level 2

- When two students disagree about the definition of popular art, the teacher invites the students to respond directly to one another, but they decline.
- The teacher says, “I haven’t heard from some of you,” but does nothing more to elicit their thinking.
- When discussing the art of ancient Egypt, the teacher asks several questions designed to elicit student thinking, but most are of the factual type.
- The teacher attempts to call on many students, but allows most of them to “pass.”

##### Proficient: Level 3

- Students in the class are discussing various religious paintings from the Renaissance, and they respond to one another appropriately without teacher mediation.
- All but four or five students are participating in the discussion of Albrecht Dürer.
- When a student says, “Museums are just for old people,” the teacher invites her to explain her thinking.
- When a student responds, “The author leads you to think that the art was fraudulent,” the teacher asks the class to cite several statements the author makes about that and discuss them with a neighbor.

#### Distinguished: Level 4

- Students are selecting appropriate pieces from their portfolios for an art show, and they employ appropriate skills to directly challenge one another’s thinking and also build upon each other’s ideas.
- Virtually all students participate in the discussion of Rococo art.
- Students initiate thought provoking questions during the discussion and direct those questions to other students.
- One student says, “We haven’t heard from Tom and Tamika yet. I know that you both like surrealistic paintings. What do you two think?”

### 3c

#### Engaging Students in Learning

##### Unsatisfactory: Level 1

- The teacher has students listening passively viewing slides of contemporary art for 45 minutes with no discussion.
- Students are asked to copy of list of 25 artists and their birthdates into their notebooks.
- Only a few of the third graders are sketching; other classmates are sitting doing nothing.
- The teacher lectures to the students for 40 minutes on the art, architecture, poetry, and music of the Renaissance.

##### Basic: Level 2

- While the teacher moves from group to group to discuss the project, some students in other groups are working on the art project while others are sitting idle.
- Students are completing a graphic organizer on the life of Edward Hopper as a whole group. The teacher calls on the same two or three students for answers while other students mindlessly copy down what they are hearing.

- Students have been working on their clay projects, but many of the projects are not yet ready for the kiln when the bell rings and the students must leave.
- The art lesson consisted of several activities, none of which appeared to be related to one another and one activity was not related to the objective the teacher cited.

#### Proficient: Level 3

- Most students are observed diligently working on their four-point perspective sketches, but a couple of student show signs that this might be too difficult for them.
- Students have been given an assignment to create a poster representing how they feel about a current social issue and the teacher moves from student to student inviting them to explain their art and respond to intellectual challenges.
- Students are involved in a multi-day project creating clothing designs for a fashion show; students are comfortable with the rhythm of the class which allows them to work independently from bell to bell, stop periodically to comment on another student's work or to discuss the work with the teacher, and sufficient time to put things back in the portfolio for tomorrow.
- The pacing of the lesson allows time for most students to complete the assigned art activity without appearing to be rushed. During the last few minutes of class the teacher says, "Stand back and look at your work; add those last few details. I know it is difficult for good artists to know when you're done."

#### Distinguished: Level 4

- A student working to complete a complex assignment jumps when the teacher gently calls his name. "Sorry, I was so absorbed in my painting that you scared me."
- Students are assigned to heterogeneous groups to examine several works of art and, based on visual evidence, hypothesize about the time period, culture, and political context of the art and to defend the hypothesis.
- Virtually all students are absorbed in an activity in which they are to create a pen and ink drawing that demonstrates perspective, observation of detail, scale of objects and figures, a wide range of values and a person view.
- In a longitudinal project, students return to a piece of art that they look at and discuss every six weeks, writing about what new things they see in the art based on newly learned skills, concepts, and understandings developed as they year progresses.

3d

## Using Assessment in Instruction

### Unsatisfactory: Level 1

- The teacher has the students draw a design over again with no explanation of why they are repeating it.
- Sketches are handed back with simply a checkmark on them.”
- A parent asks why a student received an “unsatisfactory” grade for the term and the teacher said, “I don’t think Maria really likes art very much.”
- Students are asked to complete art history worksheets, but the teacher does not collect them or give any feedback to the students on their work.

### Basic: Level 2

- The teacher says to a student working on a sketch, “That’s still not right. Let’s do it again.”
- The teacher says to the group working on the mural, “How do you think it went today?” A few students raise their hands and make comments such as ‘went well’ and ‘better than yesterday.’
- When asked to show examples of shading in their pencil drawings, two students volunteer, and the teacher says, “Great, you’ve all got it. Let’s go on.”
- A student asks, “Why did you mark me down for not having a human figure in the drawing? You didn’t tell us that had to be in the composition.”

### Proficient: Level 3

- During the studio session the teacher moves about the room and provides constructive feedback to groups of students: “Remember to blend the lines a bit more; remember the objects need to get smaller as they move back, etc.”
- At the end of the class period, students are invited to step back and take a look at their artwork and to make suggestions on what they can do next to improve the piece, and most do.
- As the students work in groups on a graphic organizer used to analyze a painting, the teacher circulates around the room monitoring their work and making suggestions.
- Students in the studio class have been studying three-point perspective and know that for the tall buildings they have been asked to draw in class they will need to be able to explain to the teacher where the three vanishing points are.



#### Distinguished: Level 4

- Today students are participating in a gallery walk about the room, viewing one-another's artwork and making suggestions based upon a rubric the students co-developed with the teacher.
- As students are working on their projects, the teacher schedules conferences with individual students, giving specific focused feedback, discussing their progress, discussing design problems, making suggestions for improvement, and answering questions, etc.
- Following a heated discussion of the artist's viewpoint, students suggest, and the teacher agrees to make an addition to their agreed-upon rubric defining high quality design.

3e

#### Demonstrating Flexibility and Responsiveness

##### Unsatisfactory: Level 1

- The teacher says to his class, most of whom are having difficulty creating the shapes he has asked for, "There's nothing I can do to help you; that will just have to do."
- A teacher comments in a reflection conference, "You know where these kids come from. There is no way they have a sense of design; their parents wouldn't know good art if they tripped over it."
- When a student says to the teacher, "I just can't seem to get the nose right," the teacher tells him that it looks fine to her.
- Students are confused when they are asked to design a mural that represents the human condition, but the teacher makes no attempt to adjust the lesson.

##### Basic: Level 2

- The teacher realizes that allowing the students to choose their own groups was a mistake and moves a couple of students into new groups, but the problems continue.
- The teacher realizes that a number of students are having difficulty reading the art history book and says, "I guess I'll just have to give them more time to read."
- It is obvious that the plaster mixtures are not coming out right. The teacher reminds the students to check their measurements, but the mixtures are all coming out too thin.

- Students ask the teacher questions about an artist who they think might have been influenced by deep depression, and the teacher comments, “I’ll get to that if I have time, but I want to focus on his use of color.”

#### Proficient: Level 3

- The teacher does a KWL at the beginning of a lesson on modern art, and incorporates many of their ‘what I want to know’ ideas into the lesson.
- Students have been asked to do an internet search to determine where an artist’s works are located, but when students have difficulty finding anything, the teacher adjusts and gives them several web sites to get started.
- When the students mentioned during a lesson they were all fond of Salvador Dali, he successfully incorporates several of his paintings into a lesson on modern art.
- In a reflection conference, a teacher comments that he believes his students are having difficulty understanding how color affects mood, and describes several lesson ideas that he thinks will help them understand the concept better.

#### Distinguished: Level 4

- When it seemed students’ passion for taking “selfies” in class was getting out of control, the teacher planned a lesson on using artistic elements to enhance “selfie” portraits.
- In a conference, the observer remarks, “That was an amazing lesson, but after the first activity, it didn’t seem to follow your lesson plan at all.” “Yes,” the teacher responded. “I just finished grading yesterday’s homework during my plan period this morning, and they’re just not ready for that new skill.”
- The teacher asks the welding shop teacher to help when a couple of student’s armature needs work to support the weight of his sculpture.
- The teacher had planned what he thought would be an effective method for groups to decide on their mural concepts, but when it backfired, he stopped mid-lesson and said, “OK, I’ve let you spin your wheels just long enough to get the juices flowing. Here is what we’re going to do next,” and successfully adjusted without missing a beat.

## 4a

### Reflecting on Teaching

#### Unsatisfactory: Level 1

- Even though it took ten minutes pass out art supplies to the class and the teacher could not find the instructions for the activity, the teacher says, “I think everything went well today.”
- The teacher says, “Everything fell apart today. I have no idea what went wrong.”
- When asked if the students achieved the goal, the teacher commented, “I’m not sure if the students understand symmetry or not. We’re not required to give a grade, so I don’t assess them individually.”
- When asked to reflect on the lesson, the teacher says, “My goal is to just get through the day and make it to tomorrow.”

#### Basic: Level 2

- “The students took forever to begin working on their projects today. Must be the full moon.”
- “The students are not ready for the art show next week; many of them haven’t even started their projects. I’m going to have to work on that.”
- “The students don’t seem to understand the color spectrum. Most got below 50 on the test. I explained it the best I could.”
- When his students were having difficulty with perspective, the teacher remarks, “I’ll just have them try it again next time.”

#### Proficient: Level 3

- The teacher states, “I wasn’t pleased with the students’ performance on the Renaissance activity today. I’m going to design a graphic organizer that will help them put it in perspective and work in groups rather than alone.”
- “The transition into small groups was chaotic today; there was a major traffic jam by the window. Next time, I’m going to be more specific about where they are supposed to go and then send them off in four’s to avoid the snarl.”
- “I could tell from their initial sketches that the students are not ready to begin their paintings. Tomorrow I’m going to have them add more detail and talk more about the concept of ‘still life’.”
- “Next time I’m going to have only one student from each table come up to get supplies. I’m also going to allow a few more minutes for clean up. Today was disastrous.”

#### Distinguished: Level 4

- The teacher shares multiple examples of student work illustrating the rule of thirds and explains the strengths and weaknesses of each. “Next class period I’m going to share some of their work on the Elmo and actually superimpose the grid. I’m sure that once they can see it visually and discuss the focal points of each picture, they’ll begin to better understand the art of composition. They’re still wanting to put their main object in the center. ”
- “More than half of the students had difficulty today identifying examples of two and three point perspective. I’m going to have them work in groups tomorrow, with at least one stronger student in each group. I’ll have them discuss each picture and use rulers to draw the perspective lines onto each copy of the pictures.”
- The students are having difficulty understanding how value can help set the distance between objects in the plane. Tomorrow I’m going to put them in groups and discuss a dozen or so examples of value, then have them redo their initial sketches. Then, I’m going to have them evaluate their own work in terms of the values used in the composition.”
- “Color is one of the most difficult skills for the students to get a handle on. Right now, they talk about color in terms of how colorful or how dark. I’m going to design an activity in which they will discuss the painting in terms of other elements: emotion, time of day, the season, the mood, etc. ”

#### 4b

#### Maintaining Accurate Records

#### Unsatisfactory: Level 1

- Following up on an accident during a field trip to the museum, the principal asked if a student’s parents had signed a permission slip. The teacher said, “I don’t know; I put them all in a file folder. I’ll look and see.”
- When it is time to fill out report cards, the teacher relies on his memory of student performance in class to assign a grade.
- A student complains that some one has accidentally picked up his assigned art history book, but the teacher does not have a record of who was given which book.
- “I know we are missing some one, but I didn’t bring my roster, so I don’t know who is missing.”

#### Basic: Level 2

- The teacher has students sign in on their own when they come to studio class, but he suspects that some students are signing in for others and that the records may not be entirely accurate.
- When a parent asked why her daughter received an Unsatisfactory for the term, the teacher could only show pluses and minuses for each day in studio class.
- The teacher loans out art books to her class for perusal, but not everyone signs them out, so the teacher's records are incomplete.
- The teacher says "I do keep all of the students art history tests in a folder, but I have way too many students to record all of that in the software system we use."

#### Proficient: Level 3

- The teacher has developed an electronic data base for recording the progress of each student: digital images are taken of each art project and uploaded into the data base along with critiques from both her and the students in the class.
- The teacher has numbered each art history book and records that number in his electronic grade book. He knows if a student has failed to turn in a book at the end of the term, based on that assigned number.
- The teacher makes anecdotal records as students work in the studio, making notes in several categories: response to criticism, response to feedback, work ethic, and resilience.
- The teacher has digital copies of students' emergency/parent contact information in his smart phone and also stored "in the cloud."

#### Distinguished: Level 4

- The teacher assigns record keeping roles to students in the visual arts class. One student manages the sign in sheet; another student uploads digital images into the portfolio database; another student signs out art books for loan.
- The teacher has over 100 students, so she assesses one or two students each art period and records relevant information into a database. Students enter their self evaluations into the data base, as well and can access the records for their parents/guardians. The database allows her to chart progress over the year and from one year to the next.
- The teacher has students keep a record of donations of items (supplies, art magazines, etc.) to the art studio, entering the information into an electronic record.
- Students are required to visit four museums or art shows each term; the students ask an adult to sign and date the program guide and students maintain their own portfolios for the year.

## 4c

### Communicating with Families

#### Unsatisfactory: Level 1

- A parent emails the principal saying, “We just found out that we are invited to the school art show tomorrow.” When asked about that, the teacher says, “I forgot to send out the invitations.”
- A parent emails the teacher to find out how her child is doing in art class, but she does not receive a response.
- The teacher has stopped encouraging parents and family members to the art department’s open house because so few attend.
- A concerned parent asks what media the students will be using during the year, but the teacher does not have any information about the art program.

#### Basic: Level 2

- Information about the visual art program is always sent in English to the Hispanic families in the school.
- The teacher does not attempt to find out from parents what art forms are valued at home, even though the school culture is immensely diverse.
- The teacher sends out a Visual Arts Newsletter at the beginning of school, but nothing else is sent home during the year.
- A student has been begging the teacher to find a way for her to take art classes outside of school, but the teacher has communicated to the family only that the child loves to draw.

#### Proficient: Level 3

- The teacher invites several parents who are themselves artists to come into school to give feedback to the students.
- The teacher sends home a detailed letter explaining what the students need for the school art show and follows up by phone with those who have questions.
- The teacher maintains a web site about the school visual arts program and has created a tool for parents to both see individual progress and a tool to provide input into the program.
- Students are creating a portfolio of popular advertising art of the 1970’s and have asked their parents to contribute ideas they can remember from those specific years.

#### Distinguished: Level 4

- Each term, students create a digital scrapbook of art they have created to send home to families.
- Visual art teachers in the arts-magnate school conduct monthly meetings with parents, informing them of opportunities for student participation, museums that have free student admission, gallery openings in the area, opportunities for art classes outside of school, and opportunities for the parents to provide feedback about the program.
- Most parents attend the school art shows several times a year and contribute to their success by helping install the artwork and serving as docents.
- Student art is regularly featured on the school web site. There are hundred of “hits” and the parents and others viewing the web site can vote for their favorite pieces of art.

#### 4d

#### Participating in the Professional Community

##### Unsatisfactory: Level 1

- “Since I teach art, it doesn’t make a lot of sense for me to attend faculty meetings, so I don’t.”
- “I don’t think I’ll do a school-wide art show this year; every teacher that I have asked refuses to help.”
- “I teach over two hundred students; I can’t be expected to serve on any building committees in addition to that!”
- The teacher remarked, “I am not allowing one of the fourth grade classes to participate in the field trip this spring because their teacher is absolutely inflexible; I guess this will show her!”

##### Basic: Level 2

- “I’m not going to volunteer for the new Professional Development Committee, but if the principal asks, I will, just to keep on her good side.”
- The art teacher is well liked by his colleagues, but doesn’t choose to work with any of them on school projects.
- “I’m going to reschedule my after school art classes on Tuesday; the principal says that he wants me to attend the faculty meeting.”
- The art teacher frequently attends conferences and seminars, but rarely shares materials with the other art teachers in the district.

### Proficient: Level 3

- “I see myself as an integral part of the faculty and I volunteer to serve on committees whenever I can.”
- After attending a regional art conference, the teacher shares all of the materials she obtained with other district art teachers.
- When the art teacher hears that one of the teams in her building is planning a cross-curricular thematic unit on the development of the west in the 1850’s, she offers to get involved and to correlate her lessons to what they are planning.
- The art teacher frequently volunteers to help out with PTA events, using the opportunity to strengthen her relationships with parents and colleagues.

### Distinguished: Level 4

- The visual arts teacher volunteers to chair the senior play production committee and successfully coordinates the work of a number of subcommittee members to whom she has assigned specific tasks.
- The visual arts teacher leads a group of building mentors who team together to implement the teacher induction program.
- The faculty nominates the art teacher to chair the new teacher evaluation study committee and many are eager to assume committee tasks assigned by him.
- The art teacher chairs a committee providing input into the redesign of the art studio space.

4e

### Growing and Developing Professionally

#### Unsatisfactory: Level 1

- The art teacher has not participated in any activities to improve her teaching skills or to update her knowledge of art pedagogy.
- The art teacher belongs to neither the national nor the state art educator organization even though his school district will reimburse the membership fee.
- The visual arts teacher is unresponsive when her principal attempts to engage her in a conversation about her performance in the classroom.
- “I’m already at the top of the salary schedule and I have tenure; why should I spend my own money at this point on continuing education?”



#### Basic: Level 2

- The visual arts teacher attends mandatory school professional development activities, but does not seek out other opportunities for professional growth on her own.
- The visual arts teacher reluctantly agreed to write an improvement goal to tighten up procedures in her classroom, but remarked to a colleague, "I don't know how he would know anything about an art classroom."
- The teacher has joined her state art educator organization, but she only attends the conference trade show to get free materials.
- Since the district will reimburse the membership fee, the teacher joins the state art teachers' organization each year, but rarely reads the journal.

#### Proficient: Level 3

- The teacher has organized a peer observation program for the arts teachers in her district and receives valuable feedback about her performance in the classroom.
- The art teacher welcomes visits to her classroom by the principal for the purpose of providing feedback on her teaching.
- The art teacher participates in a weekly book study organized by the fine arts department in her district and agrees to lead several of the sessions.
- The art teacher actively mentors a beginning art teacher in his building and engages in professional conversations with her during their lunch period.

#### Distinguished: Level 4

- The teacher agreed to serve as chair of her state Art Education Association.
- The art teacher has conducted a community survey to find out if there is a want or need for advanced art class in the school.
- The art teacher has invited the assistant principal to come in to her room to observe and give feedback as she implements atelier methods with the students.
- The visual arts teacher has published an article in a national journal discussing action research she conducted in her classroom.

4f

#### Showing Professionalism

#### Unsatisfactory: Level 1

- Contrary to board policy, the teacher charges a fee for after-school art classes taught on school property.

- At a baseball game, the teacher shares personal information that he heard in a private conversation with the principal.
- The teacher sends a text message to a student complimenting her on her new hairstyle.
- The teacher posts inappropriate pictures of her birthday party on a Facebook Page seen by students.

#### Basic: Level 2

- The teacher goes out of her way to help some of her talented students find places to display their artwork, but doesn't do much to help others in the class.
- The teacher tells students that they will be marked one letter grade lower if they miss an after school art show, disregarding the fact that a state track meet several of the students are involved in conflicts.
- The teacher cancels an order to have t-shirts made promoting the upcoming art show when he is reminded by the principal that t-shirts with wording of any kind are not permitted to be worn by students.
- The art teacher unknowingly schedules a museum field trip during testing week.

#### Proficient: Level 3

- Suspecting that a student might have a vision problem, the teacher makes a formal referral for testing with the school nurse.
- The teacher helps a student's parents fill out an application for an art camp scholarship.
- The art teacher keeps an open mind, listening to all sides when budget cuts are being discussed by her school.
- The art teacher willingly serves on a student's IEP meeting and offers suggestions how her program can help the student achieve his IEP goals.

#### Distinguished: Level 4

- The teacher takes a leadership role in achieving a compromise when the district wants to eliminate an elective art class in favor of more time for test preparation.
- A student confides in the art teacher, sharing a very personal life changing issue. The art teacher confidentially shares the information with colleagues, and the principal, and they agree to bring in an expert to help them understand what is going on with the student.
- Knowing that a few students would not be able to participate in a pottery class because of the expense of the supplies, the teacher identifies funding sources to pay for their materials.
- The art teacher performs her job as president of the teacher association with honesty and integrity.

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