

Evaluation of Art Teachers in Indiana: A Proposed Rubric

Art Teacher Competency	Ineffective (0)	Needs Improvement (1)	Effective (2)	Highly Effective (3)
<p>Teaches Comprehensively</p> <p><i>RISE STANDARDS: 1.3, 1.4 2.1, 2.2, 2.3, 2.6, 2.9</i></p>	<p>Rarely plans for and delivers instruction that focuses on specific Art content, which is usually made known to students in the absence of Art context. Ineffective Art teachers rarely consider the Indiana Art Standards when planning for instruction, are especially product driven, routinely make arbitrary media choices, and fail to see the value of a comprehensive Art education.</p>	<p>Sometimes plans for and delivers instruction that focuses on specific Art content, which is often made known to students in the absence of Art context. Teachers needing improvement seldom consider the Indiana Art Standards when planning for instruction, remain mostly product driven, and sometimes make arbitrary media choices without considering the aesthetic or educational needs of students.</p>	<p>Often plans for and delivers instruction that focuses on specific Art content, which is made known to students through structured activities that are based on the Indiana Art Standards. An effective Art teacher strives for balance between process and product and connects students to a diverse body of media that maintains aesthetic and/or educational value.</p>	<p>Frequently plans for and delivers instruction that focuses on specific art content, which is made known to students through structured activities that are based on the Indiana Art Standards. A highly effective Art teacher achieves balance between process and product and connects students to a diverse body of media that maintains both aesthetic and educational value.</p>
<p>Engages Students in a Variety of Art Experiences</p> <p><i>RISE STANDARDS: 1.3, 1.4 2.1, 2.2, 2.3, 2.6, 2.9</i></p>	<p>Plans for and engages students in an especially limited variety of Art activities. An ineffective Art teacher typically engages students in one primary Art activity, seldom encourages students to express themselves through Art, and fails to see the need for all students to develop visual, tactile, and critical thinking skills, and seldom encourage students to express themselves through Art.</p>	<p>Plans for and engages students in a limited variety of Art activities. Teachers needing improvement typically engage students in one primary Art activity, rarely providing students with opportunities to develop visual, tactile, and critical thinking skills, and seldom encourage students to express themselves through Art.</p>	<p>Regularly plans for and engages students in a variety observing, critiquing, and creative activities, but less frequently provides opportunities for students to create Art products. An effective Art teacher provides several opportunities for students to develop visual, tactile, and critical thinking skills and sometimes encourages students to express themselves through Art.</p>	<p>Regularly plans for and engages students in a variety of observing, critiquing, and creative activities. A highly effective Art teacher provides several opportunities for students to develop visual, tactile, and critical thinking skills and frequently encourages students to express themselves through Art.</p>
<p>Differentiates Instruction</p> <p><i>RISE STANDARDS: 1.1 2.5, 2.8 3.1, 3.4</i></p>	<p>Rarely fosters a welcoming atmosphere where students of all ability and interest levels are encouraged to participate in Art-making and other classroom activities. An ineffective Art teacher rarely considers the specific needs of visual and kinesthetic learners, and fails to see a need to modify instruction to meet individual students' needs.</p>	<p>Sometimes fosters a welcoming atmosphere where students of all ability and interest levels are encouraged to participate in Art-making and other classroom activities. Teachers needing improvement rarely consider the specific needs of visual and kinesthetic learners, but attempt to modify instruction to meet individual students' needs.</p>	<p>Fosters a welcoming atmosphere where students of all ability and interest levels are encouraged to participate in Art-making and other classroom activities. An effective Art teacher strives to provide experiences that will resonate with visual and kinesthetic learners and attempts to modify instruction to meet individual students' needs.</p>	<p>Fosters a welcoming atmosphere where students of all ability and interest levels are encouraged to participate in Art-making and other classroom activities. A highly effective Art teacher provides experiences that resonate with visual and kinesthetic learners, and modifies instruction to meet individual students' needs.</p>
<p>Provides for the Application of Art Skills and Knowledge</p> <p><i>RISE STANDARDS: 2.2, 2.6, 2.9</i></p>	<p>Rarely provides students with opportunities to apply Art skills and knowledge to other learning situations and/or real world contexts. An ineffective Art teacher fails to see a need for all students to be artistically literate.</p>	<p>Sometimes provides students with opportunities to apply Art skills and knowledge to other learning situations and/or real world contexts. Teachers needing improvement vaguely attempt to improve students' Art literacy skills.</p>	<p>Often provides students with opportunities to apply Art skills and knowledge to other learning situations and/or real world contexts. An effective Art teacher prepares students to be informed consumers of Art and purposefully attempts to improve students' Art literacy skills.</p>	<p>Frequently provides students with opportunities to apply Art skills and knowledge to other learning situations and real world contexts. A highly effective Art teacher prepares students to be informed consumers of Art and ensures all students are artistically literate.</p>

<p>Utilizes Artistically-Appropriate Assessments</p> <p><i>RISE STANDARDS: 1.1, 1.2, 1.3, 1.4, 1.5</i></p>	<p>Rarely assesses students' knowledge and/or skills related to specific Art content. Ineffective Art teachers fail to recognize the importance of assessment and do so in arbitrary ways. Assessment data are rarely utilized when planning, assessments are not aligned with learning outcomes, and do not lead to student growth.</p>	<p>Sometimes assesses students' knowledge and/or skills related to specific Art content. Teachers needing improvement recognize a need for assessment, but focus on only group or individual assessments that are not always utilized when planning. Assessments do not always lead to student growth, lack authenticity, and are not always aligned with specific learning outcomes.</p>	<p>Often assesses both students' knowledge and skills related to specific Art content. Effective Art teachers recognize the need and importance of both individual and group assessments, and often utilize assessment data when planning. Assessments are somewhat ambitious, mostly authentic, and aligned with specific learning outcomes.</p>	<p>Frequently assesses both students' knowledge and skills related to specific Art content. Highly effective Art teachers recognize the need and importance of both individual and group assessments, and frequently utilize assessment data when planning. Assessments are ambitious, especially authentic, and aligned with specific learning outcomes.</p>
<p>Demonstrates a Commitment to Cross-Curricular Instruction</p> <p><i>RISE STANDARDS: 1.3, 1.4 2.1, 2.2, 2.3, 2.6, 2.9 3.2</i></p>	<p>Rarely plans for and delivers instruction that integrates core content into Art teaching and learning processes. An ineffective Art teacher fails to recognize the importance of integrating the curriculum and does so in ways that minimize the importance of Art and Art-making activities.</p>	<p>Sometimes plans for and delivers instruction that integrates core content into Art teaching and learning processes. Teachers needing improvement sometimes integrate the curriculum in ways that minimize the importance of Art and Art-making activities.</p>	<p>Often plans for and delivers instruction that integrates core content into Art teaching and learning processes. An effective Art teacher seeks creative ways to integrate the curriculum that might not minimize the importance of Art and Art-making activities.</p>	<p>Frequently plans for and delivers instruction that integrates core content into Art teaching and learning processes. A highly effective Art teacher finds creative ways to integrate the curriculum that do not minimize the importance of Art and Art-making activities.</p>
<p>Provides a Model for Professionalism</p> <p><i>RISE STANDARDS: 2.8 3.3, 3.5</i></p>	<p>Rarely models for students exemplary Artistic behaviors through continued Art-making. An ineffective Art teacher does not seek professional development opportunities to inform their instruction, does not include parents and families in the education process, does not use demonstration to improve student learning, and lacks personal credibility with stakeholders.</p>	<p>Sometimes models for students exemplary Artistic behaviors through continued Art-making. Teachers needing improvement usually do not seek professional development opportunities that might inform their instruction, seldom include parents and families in the education process, and less frequently use demonstration to improve student learning, which does not improve credibility with stakeholders.</p>	<p>Often models for students exemplary Artistic behaviors through continued Art-making. Effective Art teachers occasionally seek professional development opportunities that might inform their instruction, occasionally include parents and families in the education process, and use demonstration to improve student learning and increase personal credibility with all stakeholders.</p>	<p>Frequently models for students exemplary Artistic behaviors through continued Art-making. Highly effective Art teachers regularly seek professional development opportunities that might inform their instruction, include parents and families in the education process, and skillfully use demonstration to improve student learning and increase personal credibility with all stakeholders.</p>

Adapted from the Indiana Music Educators Association.