

Highly Accomplished Art Teachers

Donna Livingston (Maddox), Ed.D., Columbus State University, Georgia

- Are committed to students and their learning.
- Know the subjects they teach and how to teach those subjects to students
- Are responsible for managing and monitoring student learning.
- Think systematically about their practice and learn from experience.
- Are members of learning communities.

Accomplished art teachers set ambitious goals for students based on clear conceptions on how art links students to broad, desirable human purposes.

- Teacher's goals and purposes lead to principled decisions about practice.
- Teachers hold high expectations for all students.

Accomplished art teachers demonstrate an understanding of the development of adolescents and young adults in relationship to their art learning, recognize their interests, abilities and needs, and use this information to make instructional decisions.

- Teachers demonstrate an understanding of the cognitive, social, and affective development of adolescents and young adults.
- Teachers insightfully observe students and student work to understand individual differences that exist in the classroom.
- Teachers know that students may take different paths to the understanding and creation of art.

Accomplished art teachers use their knowledge of art and students to help students make, study, interpret, and evaluate works of art.

- Teachers have command of the content of art.
- Teachers help students learn how to make art while also promoting student understanding of how and why works of art are made.
- Teachers help students experience and understand art. They engage students in the study, interpretation and evaluation of different artists and cultures, as well as those by peers and self.

Accomplished art teachers establish learning environments where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.

- Accomplished teachers create climate of discipline, purposefulness, and craft for all students, treating them equitably and fairly.
- Teachers create classrooms that emphasize democratic values and social responsibility.
- Teachers deal with disciplinary problems forthrightly.
- Teachers create and maintain a safe learning environment.

Accomplished art teachers create, select, and adapt a variety of resources and materials that support students as they learn through and about art.

Accomplished art teachers work with colleagues to improve schools and to advance knowledge and practice in their field.

- Teachers contribute to the intellectual, creative, cultural, and artistic life of the school and to the quality of instruction throughout the school.
- Teachers contribute to the growth of the profession.
- Teachers are advocates for the arts and work to influence policies that effect art education.

Accomplished art teachers work with families to achieve common goals for the education of their children.

- Teachers develop relationships with families to gain valuable insight into students.
- Teachers encourage family communication and involvement with student learning in art.

Accomplished art teachers are reflective; they regularly monitor, analyze, and evaluate their teaching and they use student progress in order to expand their knowledge and strengthen their practice. They use a variety of assessment and evaluation methods, encourage student self-assessment, and effectively report assessment and evaluation results to students, families, colleagues, policymakers, and the public.

- Teachers systematically reflect upon their influence on students and seek advice on their practice from a variety of sources.
- Accomplished teachers are open to new ideas and continually refine their practice.
- Teachers are continually assessing their students, often informally, in order to make high quality instructional decisions.
- Teachers create assessments that attend to skills and understandings central to the content of art.
- Teachers conduct assessment and evaluations that are appropriate, clear, and meaningful to students, parents, administrators, policymakers and other decision makers.
- Teachers ensure that their assessments are fair and equitable for all their students.
- Teachers have their students actively participate in their own assessment.