

## Endorsement Competencies for Visual Arts P-12

*Common values and beliefs of The Arts are:*

- *The Arts define and celebrate civilization*
- *The Arts are the universal language*
- *Study in The Arts develops executive cognitive skills in creating, performing, and responding that prepare students for life in the 21<sup>st</sup> century and beyond.*
- *Technology in The Arts should be a transparent tool to support and enhance knowledge and skills of The Arts.*

<b>2007 Standards for Visual Arts</b>
<b>1.0 Common Core: Development, Individuality, and Diversity:</b> <i>Competent visual arts teachers understand the psychological, physical, emotional, and intellectual development of students, value individuality, and recognize and celebrate cultural and ethnic diversity. The competent visual arts teacher:</i>
<b>1.1</b> Knows and understands students’ abilities, characteristics, learning styles and how cognitive and emotional development influences the acquisition of skills.
<b>1.2</b> Understands and demonstrates an awareness of student equity and diversity
<b>1.3</b> Demonstrates an understanding of artistic development as a complex multi-dimensional process affected by physiological, experiential, social, physical, societal and cultural factors.
<b>1.4</b> Recognizes that established stages of visual arts artistic development are general rather than specific and that each student, regardless of age, progresses on an individual basis in achieving visual arts competencies.
<b>1.5</b> Recognizes and celebrates student learning differences, guides students in creating, experiencing and understanding visual arts relevant to their life experiences and interests through creating, performing and responding activities.
<b>1.6</b> Demonstrates commitment to the celebration of diversity, practices equity and fairness, and the use of multicultural content of visual arts to promote opportunities of the acceptance of others.
<b>2.0 Common Core - Content of Visual Arts:</b> <i>The competent visual arts teacher understands, knows and applies the four Arts Essential Academic Learning Requirements (EALRs) in WA State which are:</i>
<ul style="list-style-type: none"> <li>• <i>The student understands and applies arts knowledge and skills;</i></li> <li>• <i>The student demonstrates thinking skills using artistic processes;</i></li> <li>• <i>The student communicates through the arts;</i></li> <li>• <i>The student makes connections within and across the arts, to other disciplines, life, cultures and work;</i></li> </ul>
<i>The competent visual arts teacher also:</i>
<b>2.1</b> Knows and applies concepts and vocabulary of the elements and principles of organization of visual arts.
<b>2.2</b> Knows and applies concepts and vocabulary of visual arts production.
<b>2.3</b> Knows and applies concepts and vocabulary of visual arts criticism.
<b>2.4</b> Knows and applies concepts and vocabulary of visual arts history.
<b>2.5</b> Knows and applies concepts and vocabulary of visual arts aesthetics.

2.6 Knows and applies concepts and vocabulary of visual arts technology.
2.7 Demonstrates strong studio skills and a well-developed understanding of personal art making processes, qualities, skills, talents, and techniques.
2.8 Demonstrates the ability to express one's own feelings and values through the meaningful creation of artworks using different media, styles, and forms of expression.
2.9 Demonstrates the ability to express meaningful interpretations and judgments about an individual's own artworks and the artworks of other artists.
2.10 Interprets and critically evaluates visual arts through oral and written discussions.
2.11 Demonstrates knowledge about the cultural and historical contexts surrounding works of visual arts and that visual arts communicate, challenge and shape cultural and societal values.
2.12 Demonstrates knowledge about aesthetic and artistic purposes of art.
2.13 Explores philosophical and ethical issues related to the visual arts.
2.14 Approaches the making and study of art from a variety of perspectives and viewpoints, such as those that originate from formalist, social, and political thinking.
2.15 Demonstrates knowledge about contemporary visual arts and the visual arts world, and recognizes the value of studying artworks from popular culture, folk cultures, and world cultural groups.
2.16 Demonstrates knowledge about the use of traditional and new technologies within the visual arts and visual arts education.
2.17 Understands the roles that computer graphics, computer software, and the Internet play within the visual arts and educational settings.
<b>3.0 Common Core - Curriculum, Alignment and Contemporary Issues:</b> <i>Competent visual arts teachers apply content knowledge to develop comprehensive, sequential, and standards-based instruction using educational elements and principles or organization in the visual arts that respond to the needs of students, within the context of the school, community, and state/district standards (EALRs). The competent visual arts teacher investigates and understands the relationship between visual arts and the "real world" including contemporary issues and:</i>
3.1 Aligns professional practice with state standards (EALRs), national standards and district goals.
3.2 Demonstrates the relationship between visual arts and contemporary issues.
3.3 Demonstrates the ability to make and create interdisciplinary connections within and across the arts to other disciplines, life, cultures, and work.
3.4 Understands and utilizes the creative process DAIE (describe, analyze, interpret, evaluate), through the artistic process of creating, performing, and responding (CPR) including critical response/critiquing.
3.5 Demonstrates the ability to articulate course curriculum with Washington State EALRs (essential academic learning requirements) and local district guidelines;
3.6 Applies knowledge of appropriation and plagiarism to visual arts instruction;
3.7 Knowledge of first amendment issues relating to decision making in visual arts education.
3.8 Articulates logical rationale for the role of visual arts in the school curriculum, including philosophies and social foundations for visual arts education.

<b>4.0 Common Core - Instructional Environment:</b> <i>Competent visual arts teachers are responsible for creating and managing instructional environments necessary for appropriate and successful student learning based upon a strong visual arts knowledge base, knowledge of students, and a range of pedagogical strategies. The competent visual arts teacher:</i>
<b>4.1</b> Knowledgeable about student learning in the content of visual arts.
<b>4.2</b> Practices instructional collaboration with peers and colleagues.
<b>4.3</b> Facilitates the development of intellectual values such as critical thinking and higher order thinking skills through active engagement with the visual arts.
<b>4.4</b> Recognizes that knowledge of visual arts is essential to providing meaningful learning opportunities for all students in the visual arts.
<b>4.5</b> Embraces a respect for diversity and promotes principles of fairness and equity.
<b>4.6</b> Demonstrates the ability to try to break down stereotypes about visual arts and art learning that may exist among administrators and faculty in other subject areas.
<b>4.7</b> Chooses and evaluates a range of subject matter, symbols, and ideas and develop a personal voice/style of visual arts.
<b>5.0 Common Core – Assessment:</b> <i>Competent visual arts teachers employ a variety of assessment strategies, incorporating the vision of the state for regarding performance assessment as an integral part of instruction, i.e. Curriculum + Instruction + Assessment for learning, as a joint venture through which both student and teacher understanding is enhanced regarding what needs to be learned, what needs to be taught, how well it has been taught, and how well it has been learned. The competent visual arts teacher:</i>
<b>5.1</b> Seeks and accepts qualified advice and constructive critiques of own teaching practice from arts supervisors, building/district administrators and colleagues/peers.
<b>5.2</b> Self-evaluates the effectiveness of own instruction and influence on students.
<b>5.3</b> Searches for patterns of student accomplishment and behavior in the classroom that reflect on personal/own teaching effectiveness.
<b>5.4</b> Assures that students have real opportunities for success through careful instructional planning based upon appropriate and achievable educational goals, best practice, and state expectations (EALRs) and building/district expectations.
<b>5.5</b> Evaluates student progress as a whole in relationship to own immediate, short-term and long-term instructional objectives.
<b>5.6</b> Analyzes own strengths and weaknesses as an effective teacher and employs that knowledge for professional development.
<b>5.7</b> Observes and analyzes teaching practices of mentors.
<b>5.8</b> Develops a capacity for on-going, objective self-examination, an openness to innovation, and a willingness to change for continual effort to strengthen own teaching practices and methods.
<b>5.9</b> Demonstrates the ability to formulate questions that address the effectiveness of student visual arts programs with regards to program, school, and district goals including Washington State EALRs.
<b>5.10</b> Develops performance assessment strategies to deal with broad issues of program effectiveness.
<b>5.11</b> Recognizes and utilizes the most effective forms of communication needed to

convey results to various audiences, including many of the same assessment strategies used in the classroom such as exhibits, portfolios, test scores, and utilizing the developed classroom-based performance assessments (CBPAs) for visual arts in WA State.
<b>5.12</b> Conveys instructional results in a meaningful and understandable form appropriate for popular audiences through visual arts celebrations, websites, published videos, photo histories, newsletters, e-mails, brochures, arts fairs, museums, etc.
<b>6.0 Common Core: Professional Development – <i>The competent visual arts teacher:</i></b>
<b>6.1</b> Utilizes reflection and professional growth.
<b>6.2</b> Knows and understands school and the community responsibilities.
<b>6.3</b> Knows and understands the professional community.
<b>6.4</b> Inquires into own teaching practices, and the practices of others, in order to further develop and refine instruction.
<b>6.5</b> Examines own thinking and assumptions about self, students, and the field of visual arts education.
<b>6.6</b> Articulates own teaching philosophy and the unique ways in which visual arts learning and instruction contributes to cognitive, emotional and social growth.
<b>6.7</b> Develops a professional résumé, portfolio, and an awareness of the importance of continuing to document own teaching effectiveness throughout own career.
<b>6.8</b> Demonstrates the ability to research and study different teaching strategies, philosophies, and practices.
<b>6.9</b> Understands research literature and knows how to access publications, research, Internet sites, and professional documents in the fields of visual arts and education.
<b>6.10</b> Continues to develop as an artist and appreciator of visual arts, engaging in own studio work and seeking opportunities to learn more about visual arts.
<b>6.11</b> Demonstrates a willingness to provide leadership in educational and professional roles.
<b>6.12</b> Seeks to be a contributing member of the total school community and to be seen as a “team player.”
<b>6.13</b> Demonstrates a willingness to work with colleagues to improve and evaluate professional development plans and practices.
<b>6.14</b> Demonstrates a willingness to work with colleagues in the schools to foster a professional culture that has a significant place for the visual arts.
<b>6.15</b> Recognizes the value of working with educators from other schools, districts, colleges and universities, arts organizations and museums.
<b>6.16</b> Demonstrates a willingness to communicate the vital role that the visual arts play in education to the larger community, including school administrators, parents and colleagues in other disciplines.
<b>6.17</b> Knows the importance of actively participating as members, being a part of policy committees and educational councils, and collaborating with other educators and colleagues at all levels regarding the visual arts and arts education as a core academic subject area in WA State.
<b>6.18</b> Demonstrates the ability to add to own understanding the history of the education and arts profession and the foundations of visual art education.
<b>6.19</b> Knows the importance of making presentations at professional, school, parent, and community meetings and demonstrates the ability to do so.
<b>6.20</b> Realizes the importance of research and its impact on “best and current” practices in

the classroom.
<b>6.21</b> Knows the importance of contributing to the literature of the profession.
<b>6.22</b> Knows and understands that one's own professional growth can be enhanced through participating in seminars, workshops, advanced degrees/programs and conferences.
<b>6.23</b> Knows and understands the importance of associations, museums and professional organizations connected to their profession.
<b>6.24</b> Knows and understands the importance of being current and knowledgeable regarding new developments in teaching and schooling at local, state, national and international levels.
<b>7.0 Common Core: Instructional Methodology – <i>The competent visual arts teacher:</i></b>
<b>7.1</b> Develops a repertoire of teaching strategies appropriate to the learning styles of all students (aural, visual, kinesthetic, and tactile) based on the understanding that students have differing learning styles and multiple intelligences.
<b>7.2</b> Observes students and student work to understand individual differences that exist in the classroom relating to: <ul style="list-style-type: none"> <li>• Learning styles and multiple intelligences;</li> <li>• Pace of learning and adaptations made for individual differences, intellectual capacity, cultural, gender and ethnic diversity, and special needs and/or disabilities;</li> <li>• Artistic and aesthetic values of different cultures (artistic and aesthetic responses of students to works of visual arts).</li> </ul>
<b>7.3</b> Demonstrates the ability to make informed decisions about topics and issues relating to one's teaching assignment.
<b>7.4</b> Demonstrates the ability to assign specific assignments, works of art, readings, videos, and other resources to share with students regarding one's teaching assignment.
<b>7.5</b> Demonstrates the ability to present and discuss issues, assignments and resources consistent with the academic and personal interests, backgrounds, and needs of students in alignment with one's teaching assignment.
<b>7.6</b> Develops instruction to make the traditional, popular, and contemporary art worlds accessible to students.
<b>7.7</b> Creates and uses both individual and group performance assessments.
<b>7.8</b> Demonstrates the ability to use individual and group performance assessment to inform instructional practices and student achievement.
<b>7.9</b> Utilizes, develops and aligns curriculum, instruction and performance assessment design with national, state and local district expectations.
<b>7.10</b> Develops comprehensive, sequential, standards-based lessons and unit plans based on long-term goals.
<b>7.11</b> Demonstrates the ability to incorporate historical, critical, and aesthetic concepts into instruction.
<b>7.12</b> Utilizes visual arts content that is appropriate for specific levels and the ability to adapt and modify based upon individual student learning styles, needs, strengths, talents, and skills.
<b>7.13</b> Demonstrates the ability to incorporate critical thinking skills and the artistic processes of creating, performing and responding (CPR) into lessons.
<b>7.14</b> Understands visual arts career educational goals and the ability to promote visual

arts career opportunities to students.
<b>7.15</b> Knows how to create effective instructional environments conducive to student learning.
<b>7.16</b> Utilizes pedagogy in visual arts.
<b>7.17</b> Implements a comprehensive, sequential, standards-based and creative approach to visual arts education that integrates studio, art history, aesthetics, art criticism, and artistic perception.
<b>7.18</b> Encourages students to experiment with and expand their repertoires of media and techniques in their visual arts, creating the connections between their own approaches and those used by other artists.
<b>7.19</b> Assists, guides, and supports students in recognizing multiple ways that visual arts elements and principles are used to create visual compositions which express ideas, themes, and subjects.
<b>7.20</b> Introduces students to different forms of theoretical and philosophical approaches to visual arts, and engage them in thoughtful oral and written inquiry into the nature of visual arts.
<b>7.21</b> Creates instructional environments that are physically, emotionally, and intellectually safe. These are supportive, shared, and collaborative environments that promote the learning of all students, including those with special needs and celebrating individual differences, gender and cultural/ethnic diversity.
<b>7.22</b> Establishes appropriate learning environments where students are safe, self-managed, and actively engaged in the learning process.
<b>7.23</b> Empowers, encourages and celebrates students who take responsibility for their own independent and productive learning.
<b>7.24</b> Integrates a variety of instructional resources to enhance learning for all students.
<b>7.25</b> Demonstrates well-developed planning skills that take into account long- and short-term instruction.
<b>7.26</b> Translates visual art content and other related curricular concepts into sound pedagogical practices that reflect the needs of students and the inherent characteristics of meaningful visual arts instruction.
<b>7.27</b> Demonstrates the ability to have a well-developed repertoire of teaching methods and practices within their instructional environments.
<b>7.28</b> Empower students to discuss, examine, and share aspects of their art making orally and through writing; Assists students in recognizing alternative interpretations and the exploration of multiple ways of understanding works of visual arts.
<b>7.29</b> Exhibits and demonstrates well-developed communication skills and are familiar with appropriate ways of asking questions, facilitating discussions, and promoting critical thinking with students and peers/colleagues;
<b>7.30</b> Creates instructional and learning environments that reflect the use of newer and current technologies as instructional, transparent learning tools for arts making in the 21st century.
<b>7.31</b> Demonstrates the ability to learn about the pedagogical practices and instructional programs of other teachers with the purpose of forming interdisciplinary connections and collaborations, making visual arts a more articulated and central part of the school curriculum.
<b>7.32</b> Develops professional, effective, and empowering relationships with students that

demonstrate student engagement and achievement in the visual arts classroom.
<b>7.33</b> Assesses student learning.
<b>7.34</b> Differentiates authentic individual progress.
<b>7.35</b> Assesses and improves curriculum and instruction.
<b>7.36</b> Promotes student visual arts work/creations.
<b>7.37</b> Develops a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess skills and understandings central to the content of visual arts. Assessment strategies are in alignment with state, national and district goals, standards and expectations.
<b>7.38</b> Uses multiple methods of performance assessment, i.e. State developed classroom-based performance assessments for the visual arts (CBPAs); formative, summative, formal, informal, and a range of performance assessment strategies such as portfolios, journals, senior projects, competitions, AP and IB classes, class critiques and discussions.
<b>7.39</b> Engages students in self-evaluation, notebooks, photographs, sketches, plans, checklists, rubrics. Also includes response/ reaction written or oral and antidotal reflection.
<b>7.40</b> Utilizes the formula of Curriculum + Instruction + Assessment for learning.
<b>7.41</b> Creates fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings.
<b>7.42</b> Assesses higher-order thinking and problem solving as well as discrete skills, knowledge, and understandings.
<b>7.43</b> Recognizes the individuality of students and individual responses to assignments.
<b>7.44</b> Ensures that all students have an equal opportunity to display what they know and are able to do in alignment with what the state wants all students to know and be able to do regarding the visual arts K-12 EALRs.
<b>7.45</b> Provides insightful critiques to students considering the learning and creative processes of student work as well as the finished product and in the context of previous work.
<b>7.46</b> Models good assessment processes that assist students in assessing their own work and the work of their peers.
<b>7.47</b> Provides validation and recognition of a variety of student accomplishments and positive behaviors.
<b>7.48</b> Demonstrates the ability to see, accept, and support new ideas for teaching and continually seeks to refine own teaching skills through professional development opportunities, demonstrating “life long” learning practices.
<b>7.49</b> Demonstrates the ability to report results of visual arts assessments to students, families, administrators, and the public with intent to improve student achievement through assessment results.