

Characteristics of Highly Effective Arts & Humanities Teaching and Learning

Section One: Learning Climate

Learning Climate: a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted

Teacher Characteristics:

A- Teacher creates learning environments where students are active participants as individuals and as members of collaborative groups. The teacher:

1) creates learning environments where students are active participants in creating, and performing, as well as responding to the arts through questioning, sharing, discussing, reading and writing about the arts, reasoning, critiquing and analyzing meaning and processes involved in the arts.

B- Teacher motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect. The teacher:

1) motivates students to achieve, and nurtures their desire to learn in an environment that promotes empathy, compassion, and a mutual respect both among students and between students and the teacher, and between students and artists.

C- Teacher cultivates cross cultural understandings and the value of diversity.

D- Teacher encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students. The teacher:

1) encourages students to accept responsibility for their own learning and respects the right of each student to ask questions and to request resources to more fully understand, enhance, or add clarity to the learning.

E- Teacher displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors. The teacher:

1) displays effective and efficient classroom management to facilitate creating and performing activities, opportunities to explore the history and role of the arts in society, and opportunities to respond to the arts.

F- Teacher provides students equitable access to technology, space, tools and time. The teacher:

1) provides sufficient time in class for students to actively engage in hands-on arts related experiences as individuals and as members of collaborative groups.

G- Teacher effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections. The teacher:

1) creates a climate that allows students to take artistic risks and reinforces the necessity of trial-and-error in the artistic process.

H- Teacher designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning. The teacher:

1) creates opportunities for students' artistic products and/or performances to be viewed or experienced in a manner where the work is valued, appreciated, and used as a learning tool by all stakeholders.

I- Teacher creates an environment where student work is valued, appreciated and used as a learning tool.

Student Characteristics:

A- Student accepts responsibility for his/her own learning.

B- Student actively participates and is authentically engaged. The student:

1) actively participates and is engaged in authentic artistic experiences.

C- Student collaborates/teams with other students. The student:

1) understands the responsibilities of group membership in collaborative artistic efforts.

D- Student exhibits a sense of accomplishment and confidence. The student:

1) exhibits a sense of accomplishment, confidence, creativity, imagination, and independent thinking.

E- Student takes educational risks in class. The student:

1) takes educational risks in class to perform and/or exhibit artistic products for peers and others, and to express aesthetic responses or meanings derived from performing, creating, or experiencing the arts.

F- Student practices and engages in safe, responsible and ethical use of technology.

Section Two: Classroom Assessment and Reflection

Classroom Assessment and Reflection: the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Teacher Characteristics:

A- Teacher uses multiple methods to systematically gather data about student understanding and ability. The teacher:

1) uses multiple methods to continuously assess student understanding in the arts and ability to create and perform using formative (e.g., peer assessment, self assessment) and summative assessments (e.g., culminating arts events and products, written assessment).

B- Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. The teacher:

1) uses feedback about arts performances and creations from the arts and school community to reflect, inform and improve teaching practices and instructional strategies.

C- Teacher revises instructional strategies based upon student achievement data.

D- Teacher uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions.

E- Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance. The teacher:

1) uses scoring guides developed by professionals, co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance.

F- Teacher guides students to apply rubrics to assess their performance and identify improvement strategies.

G- Teacher provides regular and timely feedback to students and parents that moves learners forward.

H- Teacher allows students to use feedback to improve their work before a grade is assigned.

I- Teacher facilitates students in self- and peer-assessment.

J- Teacher reflects on instruction and makes adjustments as student learning occurs.

Student Characteristics:

A- Student recognizes what proficient work looks like and determines steps necessary for improving his/her work.

B- Student monitors progress toward reaching learning targets.

C- Student develops and/or uses scoring guides periodically to assess his/her own work or that of peers.

D- Student uses teacher and peer feedback to improve his/her work.

E- Student reflects on work and makes adjustments as learning occurs.

Section Three: Instructional Rigor and Student Engagement

Instructional Rigor and Student Engagement: a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

Teacher Characteristics:

A – Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.

B – Teacher scaffolds instruction to help students reason and develop problem-solving strategies.

C - Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills. The teacher:

1) orchestrates effective classroom performing and creating experiences that promote the development of artistic technical and expressive (higher order psychomotor and affective) skills.

D -Teacher provides meaningful learning opportunities for students. The teacher:

1) provides opportunities for and encourages students to continue learning on their own and develop artistic independence.

E -Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution.

F -Teacher integrates a variety of learning resources with classroom instruction to increase learning options.

G -Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse. The teacher:

1) structures and facilitates ongoing formal and informal student performances and production based on a shared understanding of performance etiquette and respect for the artistic expressions of others.

H -Teacher integrates the application of inquiry skills into learning experiences.

I -Teacher clarifies and shares with students learning intentions/targets and criteria for success.

Student Characteristics:

A -Student articulates and understands learning intentions/targets and criteria for success. The student:

- 1) accurately and effectively communicates and responds appropriately to individual and group critiques of his or her performances and artworks.
- 2) uses appropriate technology to enhance investigations/problem solving, and in the development of artistic products.

B - Student reads with understanding a variety of texts. The student:

- 1) understands the arts discipline-specific vocabularies and reads, writes, and communicates in the language of those disciplines.

C -Student applies and refines inquiry skills. The student:

- 1) utilizes identifying questions and concepts to guide research, investigations, and the development of artistic products.
- 2) designs and conducts problem solving investigations.
- 3) formulates and revises explanations and artistic products.
- 4) observes and analyzes alternative explanations and models for his or her own performances and productions.
- 5) collaborates with peers, teachers, and practicing artists to develop an understanding of and utilizing the conventions of formal preparation to create artistic products and performances.
- 6) generates additional questions for artistic inquiry or recommendation for improvement.



Section Four: Instructional
Relevance

Instructional Relevance: a teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

Teacher Characteristics:

A- Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning. The teacher:

1) designs learning opportunities for students to participate in performances and displays allowing for feedback from all stakeholders.

B- Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations. The teacher:

1) uses analogies to relate to the students' life experiences.

C- Teacher incorporates student experiences, interests and real-life situations in instruction. The teacher:

1) urges students to create artistic products and performances that call upon experiences, interests, and real-life situations.

2) provides authentic performance experiences (that do not "replicate the experience" but are indeed real experiences) which include established repertoire or skills from the arts disciplines.

3) provides authentic "artistic coaching" (real-time performance feedback, ongoing critical analysis of artworks)

4) provides opportunities for juried performances and presentations.

D- Teacher selects and utilizes a variety of technology that support student learning. The teacher:

1) utilizes appropriate arts creativity technology and software for designing and developing relevant lessons

2) integrates student use of creativity technology and software for designing and developing works of art, choreography, set design, musical notation and score development, music sequencing software, etc. into student lessons and projects.

3) integrates student use of technological tools such as computerized lighting tools, video and audio software, artistic design tools, and musical technology tools in the products and performances students create

E- Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges. The teacher:

1) fosters divergent thinking, creative expression, and innovation through artistic products and performances (creating and performing).

2) encourages student analysis, reflection, and self-evaluation in developing artistic products and performances (responding).

3) nurtures students' sense of responsibility to others in collaborative artistic productions

4) helps students draw connections to the uniqueness of each person and culture; and the commonalities all people share through the artistic expression of their humanity and culture by creating, performing, and responding to their art form

5) nurtures the development of each child's best avenue(s) of artistic expression which can be utilized for life-long expression, enjoyment, and self-actualization.

F- Teacher works with other teachers to make connections between and among disciplines. The teacher:

1) serves as a resource for helping other teachers support student use of the arts as a means of

communicating and strengthening understandings and ideas in other content areas through artistic products and performances.

G- Teacher makes lesson connections to community, society, and current events. The teacher:

- 1) urges students to create works and performances which comment upon community, society, history and current events.
- 2) helps students understand and make connections to the role the arts play in society in the expression of folk traditions, ceremony, through planned performances and other artistic events

Student Characteristics:

A- Student poses and responds to meaningful questions. The student:

- 1) creates works and performances which pose and respond to meaningful questions.
- 2) responds to questions or problems with several probable creative solutions
- 3) thinks imaginatively and creatively beyond the obvious and can create new artistic products and productions.

B- Student uses appropriate tools and techniques to gather, analyze, and interpret quantitative and qualitative data. The student:

- 1) uses appropriate forms and processes to analyze and interpret works and performances of their own, their peers, and arts professionals.
- 2) makes use of technology to facilitate the gathering of information or feedback necessary to self-assess the development of artistic products or performances.
- 3) develops acuity of spacial awareness and sensory skills to process information as well as developing cognitive skills.

C- Student develops descriptions, explanation, predictions, and models using evidence. The student:

- 1) evaluates and critically responds to artistic products and performances based on a set of fundamental principles and elements of the appropriate arts discipline.
- 2) creatively utilizes and justifies the uses of arts discipline elements, performance principles, and conventions in artistic products and performances.
- 3) creates works of art or artistic performances based on a set of criteria or performance standards

D- Student works collaboratively to address complex, authentic problems which require innovative approaches to solve. The student:

- 1) collaborates with peers and others to address aesthetic challenges and to produce artistic performances or products.
- 2) develops an understanding of the interdependency of each member of a group to the quality of products or performances (responsibility, reliability, cooperation, dedication).
- 3) understands the importance of role and responsibility in the development of artistic products and performances
- 4) understands the importance of listening to and valuing the ideas of others as they contribute to the artistic development of the product or performance.

E- Student communicates knowledge and understanding in a variety of real-world forms. The student

- 1) expressively communicates knowledge and understanding of real-world situations through a variety of performances and art works.
- 2) makes inferences and draw meaning and communicate that meaning through verbal or written response to works of art and performances.

F- Student communicates knowledge and understanding for a variety of purposes. The student:

- 1) communicates knowledge and understanding of the different purposes of the arts, throughout history and current times, through creating, performing, and responding to the arts.

G- Student exhibits the necessary knowledge, skills, and attitudes (values) to participate in arts experiences beyond the classroom. The student:

- 1) performs, creates, or responds to the arts independently at his or her level of development.
- 2) identifies relevancy between the study of the arts in the classroom and participation in arts activities beyond the school day.
- 3) understands the value of the arts to enriching the life experience

Section Five: Knowledge of Content

Knowledge of Content: a teacher's understanding and application of the current theories, principles, concepts and skills of the arts.

Teacher Characteristics:

A- Teacher demonstrates the skills, understanding and in-depth knowledge of arts discipline(s) and how they interrelate and maintains an ability to convey this content to students. The teacher:

- 1) has a firm grasp of the great artists, historical works, genres, styles representing many cultures and eras, aesthetics, and function of the arts in society in the visual and/or performing arts.
- 2) has a firm grasp of quality repertoire and resources appropriate for arts instruction in the educational setting.
- 3) possesses the artistic skills (visual, aural, kinesthetic) to discern artistic quality and guide students through the artistic process.
- 4) understands and can convey the principles of affective response to artistic products and performances.
- 5) possesses the artistic ability to model artistic concepts and skills to students in addition to utilizing traditional the verbal communication skills.

B- Teacher maintains on-going knowledge and awareness of current arts developments. The teacher:

- 1) is knowledgeable of contemporary arts forms and styles.

- 2) participates in profession development relating to the most current best practice, pedagogy, resources, and public policy as it relates to arts education and the individual arts disciplines.
- 3) participates in his/her own professional artistic endeavors to maintain his/her artistic perspective and model life-long participation in the arts for students.

C- Teacher designs and implements standards-based courses/lessons/units using state and national standards. The teacher:

- 1) has a defined philosophy of arts education and uses it to guide all program decisions.
- 2) bases instruction on the established Program of Studies and Big Ideas of the Discipline.
- 3) considers the contextual factors of the learning community to inform curricular decisions.

D- Teacher uses and encourages students to use appropriate arts vocabulary and promotes arts literacy which results in student independence in performing, creating, and responding to the arts. The teacher:

- 1) uses and encourages students to use appropriate arts discipline-specific vocabulary in developing their artistic performances and products.
- 2) uses and encourages students to use appropriate arts vocabulary in responding to the arts.
- 3) utilizes a systematic approach to literacy in all four art forms: music (including the teaching of music reading), visual art, theatre, and dance in order to develop students' independence to express their creative work and to be life-long participants in, and supporters of, artistic endeavors.
- 4) develops students' visual, aural, and kinesthetic acuity for artistic performance, production, and response.
- 5) nurtures students' awareness of the affective properties of the arts.

E- Teacher provides differentiated instruction to meet the specific needs of all students. The teacher:

- 1) is familiar with and encourages students to utilize support systems and networks for providing additional enrichment or supportive experiences (e.g. music therapy, private instructors, coaches, special focus camps, clinics, grants, workshops).
- 2) can utilize strategies for working with and including special needs students in individual and collaborative artistic efforts.
- 3) seeks the support of all stake-holders in helping students bridge social, intellectual, and ethnic gaps for successful artistic experiences.
- 4) holds all students to high expectations and challenges them to aspire to higher levels of performance and production of artworks.

F- Teacher makes connections to real-life application and relevance. The teacher:

- 1) helps students make connection as to how time, place, events have an impact on artistic creation and expression.
- 2) helps students understand the power of the arts to communicate and inform in other academic where the power of words or other forms of communication fall short.
- 3) guide students to make connections and transfer many of the principles of the creative process to that of creative problem solving in other academic areas and life situations.

G-Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. The teacher:

- 1) teaches fundamental artistic theory, skills, and techniques without making them the primary focus of a performance or product.

- 2) teaches the broader constructs of the arts through student performances and products.
- 3) diagnoses student cognitive and skills-based problems and prescribes appropriate remediation.
- 4) provides feedback (coaching) which encourages and facilitates students to self-evaluate and work collaboratively with peers throughout the artistic development process.
- 5) encourages creative, evaluative, and analytical thinking throughout the artistic process.
- 6) models desired concepts, skills, characteristics, and values which contribute to artistic performance, production, and artistic expression.
- 7) utilizes paraprofessionals, artists in residence, community arts organizations, institutions, and performing groups, to create a “real-world classroom” for all students.
- 8) encourages collaborative student artistic endeavors and peer teaching.

Student Characteristics:

A- Student demonstrates growth in process, production and/or performance, and response to the arts. The student:

- 1) develops and masters varied processes, production and/or performance techniques, and rational response to the arts.
- 2) develops an informed appreciation for the arts and becomes a lifelong creator, performer, and/or consumer of the arts.

B- Student uses and seeks to expand appropriate artistic literacy to be artistically independent and express their creative talents and interest in visual arts, music, dance, and drama. The student:

- 1) utilizes arts vocabulary in artistic works or artistic performances, in the creation of artistic products, and in the development of artistic performances.
- 2) applies systematic methods for deciphering and interpreting the specific symbols and languages (literacy) of each art form to create artistic products and/or render artistic performances.
- 3) utilizes literacy in the arts to derive greater depth of meaning from and respond to artistic works and performances.
- 4) utilizes arts literacy skills to communicate meaning through artistic products and performances.
- 5) gains artistic independence to continue life-long participation in and informed appreciation of the arts.
- 6) develops sensitivity to the expressive elements of artistic performances and works of art.

C- Student connects, integrates, and applies artistic concepts and ideas across all subject matter fields. The student:

- 1) thinks creatively and makes unusual and innovative connections across subjects.
- 2) looks for links, thinks creatively and metaphorically between things they know and things they don't know.
- 3) connects the big picture of the arts as the great interpreter and recorder of civilizations past and present.

D- Student uses ideas in realistic problem solving situations. The student:

- 1) makes connections and transfers many principles of the creative process to that of creative problem solving in other academic areas and real life situations.