

CDE DEFINING PRACTICES IN THE VISUAL ARTS		AE PROGRAM LEARNING EVIDENCE	Exemplary	Exceeding	Meeting	Developing	Not Meeting	Institutional Outcomes	CDE TQS	CDE VA	CDE EL
AE1	ARTS-BASED RESEARCH Arts-Based Research practices are pedagogical approaches that include Inquiry as part of the learning process in artmaking. Arts based research address complex issues that deepen understanding and engage empathy.	- Students will apply Art-Based Research techniques in their instruction. - Students will implement various pedagogical approaches that best support learning through arts instruction.	Demonstrates an exceptional ability to promote Inquiry and deeper understanding in learning through Arts-Based Research. The Arts Educator demonstrates mastery of and pedagogical expertise in the content they teach.	Demonstrates an above average ability to promote Inquiry and deeper understanding in learning through Arts-Based Research. The Arts Educator shows growth in mastery of and pedagogical expertise in the content they teach.	Demonstrates an entry-level ability to promote Inquiry and deeper understanding in learning through Arts-Based Research. The Arts Educator is reflective in understanding mastery of and pedagogical expertise in the content they teach.	Demonstrates an incorporation of Arts-Based Research, though does not meet standard expectations. The Arts Educator needs further development in the pedagogical understandings of Arts Education.	No Acceptable Evidence of Inquiry through Arts Based Research.	Design Competence	5.01, 5.01(1) 5.01(2) 5.01(3) 5.03, 5.03(1)	4.04(5) (a)(b) 4.04(7)	5.14 (1)(2)
AE2	AGENCY Artistic agency is the acknowledged ability to make choices and create change. Agency implies a belief that what artists do affects the world around us and makes a difference. (Gude, 2009).	- Students will develop lessons and instruction that represents the importance of making choices and creating change through Art.	Demonstrates an exceptional ability to make choices and create change. The Arts Educator inspires through adapting their teaching for the benefit of all learners.	Demonstrates an above average ability to make choices and create change. The Arts Educator shows growth through adapting their teaching for the benefit of all learners.	Demonstrates an entry-level ability to make choices and create change. The Arts Educator is reflective in adapting their teaching for the benefit of all learners.	Demonstrates an incorporation of Artistic Agency, though does not meet standard expectations. The Arts Educator needs further development in their ability to make choices and create change.	No Acceptable Evidence of Artistic Agency.	Competence Critical Thinking	5.02, 5.02(1) 5.02(2) 5.02(3)	4.04(4) (a)(b)(c)(d)	5.12 (1)(2)
AE3	INSTRUCTIONAL PRACTICES Art teachers can actively construct learning experiences that build off of students' prior understanding and support overall learning growth. "Mastery" to educators is seen as the engagement processes of continual learning and commitment to continuing to grow and improve.	- Students will utilize various forms of feedback and learning experiences to support their continuous development as educators.	Demonstrates an exceptional ability to build from and engage with the learning process. The Arts Educator is continually improving their instructional practices through exemplary knowledge about the ways in which learning takes place (intellectual, physical, social, and emotional development of their students).	Demonstrates an above average ability to build from and engage with the learning process. The Arts Educator shows growth in their ability to plan and deliver effective instruction and create an environment that facilitates learning for their students.	Demonstrates an entry-level ability to build from and engage with the learning process. The Arts Educator is reflective in their ability to plan and deliver effective instruction and create an environment that facilitates learning for their students.	Demonstrates an incorporation of Instructional Practices, though does not meet standard expectations. The Arts Educator needs further development in their ability to actively construct learning.	No Acceptable Evidence of Instructional Practices.	Communication Competence Design Competence	5.01, 5.01(2) 5.02, 5.02(3) 5.03, 5.03(1) 5.03(3)	4.04(1) (a)(b)(c) 4.04(3) (a)(i)(ii) 4.04(6)	5.14 (2)(B) 5.15 (1)(A)
AE4	ASSESSMENT PRACTICES Assessment in the arts classroom involves a variety of practices to monitor and track student learning. Effective assessment techniques improve classroom instruction, empower students, heighten student interest and motivation, and provide feedback on student progress.	- Students will apply a variety of assessment practices in order to develop and support classroom instruction, motivation, and continuous feedback on the learning process.	Demonstrates an exceptional ability to assess and provide feedback to the learning process. The Arts Educator shows a commitment to Assessment Practices through exemplary use of formal and informal methods to assess learning, provide feedback, and use results to inform planning and instruction.	Demonstrates an above average ability to promote Inquiry and deeper understanding in learning through Arts-Based Research. The Arts Educator shows growth in mastery of and pedagogical expertise in the content they teach.	Demonstrates an entry-level ability to promote Inquiry and deeper understanding in learning through Arts-Based Research. The Arts Educator is reflective in understanding mastery of and pedagogical expertise in the content they teach.	Demonstrates an incorporation of Arts-Based Research, though does not meet standard expectations. The Arts Educator needs further development in the pedagogical understandings of Arts Education.	No Acceptable Evidence of Inquiry through Arts Based Research.	Design Competence	5.03, 5.03(2)	4.04(7), 4.04(8)	5.15 (2)(B)
AE5	ARTISTIC PRAXIS Artistic praxis encompasses various reciprocal relationships that occur when learning by making art. The making may precede the forming of a concept. It includes relationships between critical reflection and action, material and envisioned image, and lived experience and final product.	- Students will connect their personal art making process to their development as educators.	Demonstrates an exceptional ability to employ artistic praxis in teaching and creating works of visual art. The Arts Educator is exemplary in their learning by making art and use processes to support the development of critical-thinking and problem-solving skills.	Demonstrates an above average ability to employ artistic praxis in teaching and creating works of visual art. The Arts Educator shows growth in their learning by making art.	Demonstrates an entry-level ability to employ artistic praxis in teaching and creating works of visual art. The Arts Educator is reflective in their learning by making art.	Demonstrates an incorporation of Artistic Praxis in teaching and creating works of visual art. The Arts Educator needs further development in their learning by making art.	No Acceptable Evidence of Artistic Praxis.	Design Competence	5.01, 5.01(3) 5.03, 5.03(6)	4.04(2) (a)(b)(c) 4.04(3) (a)(i)(ii)	5.13 (1)(A)

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AE6	<p>SYNTHESIS/CREATIVE THINKING Synthesis is the combination of parts or elements to form a whole. It includes the creative processes of finding visual problems and creating unique solutions by combining multiple ideas, and influences.</p>	- Students will explore issues, ideas, artifacts, and events to apply creative thinking in their work. Students are encouraged to create assumptions, contextualize information, identify problems, and conceptualize responses.	Demonstrates an exceptional ability to create unique solutions by combining multiple ideas and influences in both teaching and learning. The Arts Educator is exemplary in applying creative thinking practices to their personal art practice and in creating an environment that facilitates learning for their students.	Demonstrates an above average ability to create unique solutions by combining multiple ideas and influences in both teaching and learning. The Arts Educator shows growth in their creative thinking processes.	Demonstrates an entry-level average ability to create unique solutions by combining multiple ideas and influences in both teaching and learning. The Arts Educator is reflective in their creative thinking processes.	Demonstrates and incorporation of Creative Thinking in teaching and creating. The Arts Educator needs further development in their creative thinking processes.	No Acceptable Evidence of Synthesis/Creative Thinking.	Critical Thinking	5.03, 5.03(4), 5.03(5), 5.03(6)	4.04(2) (a)(b)(c) 4.04(5) (a)(b)	5.13 (1)(A) (2)(B)
AE7	<p>PROFESSIONAL PRACTICES Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.</p>	- Students will demonstrate professionalism in the field through ethical conduct, reflection, and leadership.	Demonstrates exceptional professionalism. The Arts Educator is a leader in the field of art education and demonstrates high standards for professional conduct.	Demonstrates above average professionalism. The Arts Educator shows growth in their ethical conduct and reflection.	Demonstrates entry-level professionalism. The Arts Educator is reflective in their ethical conduct and reflection.	Professional practices do not meet standard expectations. The Arts Educator needs further development in their professional practice.	No Acceptable Evidence of Professional Practices.	Competence Critical Thinking	5.04, 5.04(1) 5.04(2) 5.04(3) 5.04(4)	4.04(8)	5.12 (2)
AE8	<p>COMPOSITION Teachers demonstrate commitment to learning through works written or created. Artists/Educators seek to be models of high standards in art and education through their professional composition.</p>	- Students will produce quality work that meets high expectations on structure, grammar, and attention to detail.	Demonstrates exceptional composition through attention to quality in works produced or created. The Arts Educator is an effective communicator and model of high standards in art and education.	Demonstrates above average composition in works produced or created. The Arts Educator shows growth in their standards for art and education.	Demonstrates entry-level composition in works produced or created. The Arts Educator is reflective in their standards for art and education.	Composition does not meet standard expectations. The Arts Educator needs further development in their communication and composition within art education.	No Acceptable Evidence of Assessment Practices.	Communication Competence	5.03, 5.03(6)	N/A	N/A