ARTS TEACHER DEVELOPMENT AND EVALUATION:
WHAT TO LOOK FOR IN MEDIA ARTS
Aligned to *Minnesota Performance Standards for Teacher Practice*

> *This is one in a set of five "What to Look For…" resources to support arts teacher development and evaluation. These five resources are similar, but each is specific to one arts area—Dance, Media Arts, Music, Theater, or Visual Arts.*

The purpose of this resource is to help media arts educators communicate about teaching and learning in their classrooms with peers, instructional coaches, administrators, and others who may not have a background in media arts or the arts. Examples given are intended to help everyone connect understanding between media arts-specific practices and the vocabulary of general education.

Conversations between media arts educators and others often take place within the Teacher Development and Evaluation (TDE) process. This resource will fit right in because it is based on the work of Charlotte Danielson and aligned to the Minnesota Teacher Development and Evaluation State Model:

Domain 1: Planning and preparation	Domain 3: Classroom instruction
Domain 2: Classroom environment	Domain 4: Professionalism

Your district may use a different TDE model, even so, this resource can still help you discuss teaching and learning in your media arts classroom. What might an observer "look for" in a media arts classroom as evidence of quality instruction that is rigorous, relevant, and focused on the artistic processes?

Consider using this resource in various ways:
- At your desk, planning for a lesson or observation
- In a pre-observation conference to discuss examples of evidence with your observer
- For an observer to reference during an observation, most likely focusing on Domains 2 and/or 3
- In a post-observation conference to discuss examples of evidence in the lesson
- In reflection, as a framework for building a professional portfolio

This resource has many examples, which are just that—examples. These examples should not be taken as requirements or an all-inclusive list, nor should the goal be to check as many boxes as possible. There are various ways to be able to describe media arts-specific teaching and learning to others who may not have background in media arts but are interested in a deeper understanding.

Thank you to the many people who have contributed to this work!
- The team of Minnesota media arts educators who developed this practical resource:
  - Brad Bachmeier – Professor, Minnesota State University Moorhead
  - Lockie Chapman – Teacher, Orono Public Schools
  - Jan Spencer de Gutiérrez – District Arts Supervisor, Saint Paul Public Schools
  - Deb Hannu – Teacher and Curriculum Coach, Duluth Public Schools
  - Kevan Nitzberg – Teacher, Anoka-Hennepin School District
  - Kathryn Petri – Teacher, District 191
  - Jeremy Holien, Team Leader – State Arts Education Specialist, Perpich Center for Arts Education
- Tyler Livingston, Minnesota Department of Education, Director of School Support and Teacher Development and Evaluation, for understanding the need and opportunity to connect conversations between arts educators and evaluators.
- Karol Gates, Colorado Department of Education, Director of the Office of Standards and Instructional Support for sharing the ***Colorado State Model Educator Evaluation System: Practical Ideas for Evaluating Teachers of The Arts (Dance, Drama and Theatre Arts, Music and Visual Arts).***
- Americans for the Arts for making this work possible through the State Policy Pilot Project (SP3) grant.

Pam Paulson, PhD, SP3 Project Director
Senior Director of Policy
Perpich Center for Arts Education

Wendy Barden, PhD, Project Facilitator
Consultant
Segue Consulting Partners

PERFORMANCE STANDARDS FROM MINNESOTA DEPARTMENT OF EDUCATION
TEACHER PRACTICE RUBRIC

DOMAIN 1: PLANNING AND PREPARATION. The teacher develops an effective instructional sequence.

What will you teach? **Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.**	
i. PLANS UNITS AND LESSONS EFFECTIVELY	*Planning is thorough, consistent; builds on prior knowledge and experience*
ii. SELECTS LEARNING TARGETS AND ACTIVITIES	*Learning targets are stated in terms of student learning; aligned with learning activities; connect to Minnesota Standards; show different types of learning; Learning activities have variety of opportunities*
iii. APPLIES CONTENT KNOWLEDGE AND UNDERSTANDING OF HOW STUDENTS LEARN	*Teacher shows expertise in content and how students learn; anticipates student misconceptions; plans ways for students to assume responsibility*
iv. USES STUDENT DATA TO INFORM PLANNING	*Learning targets and lesson design informed by data*
How will you teach the lesson? **Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.**	
i. DESIGNS COHERENT INSTRUCTION	*Strategies/activities are well organized, support learning targets; student construction of knowledge; instructional grouping*
ii. CREATES INTERDISCIPLINARY AND EXTENDED LEARNING EXPERIENCES	*Connects to other subjects, integrates technology, reading, writing, and/or math; extends learning to other subjects and community life*
iii. USES AVAILABLE RESOURCES AND TECHNOLOGY	*Variety and depth of resources; technology used to increase engagement and learning*
iv. DESIGNS CULTURALLY RELEVANT INSTRUCTIONAL STRATEGIES	*Activities and strategies are informed by students' skills, interests, cultural backgrounds, language proficiency, exceptionalities*
How will you know if students learned what you taught? **Indicator 1C: PLANS FOR ASSESSMENT AND DIFFERENTIATION.**	
i. PLANS FOR FORMATIVE AND SUMMATIVE ASSESSMENTS	*Formative and/or summative assessment on learning targets; Formative helps determine next steps in instruction; Self- and peer-assessment against exemplars/criteria; Student-developed criteria*
ii. PLANS FOR DIFFERENTIATION	*Differentiation based on student data; Considers learning experience, content, process, product*

DOMAIN 2: CLASSROOM ENVIRONMENT. The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.

How does your classroom promote a culture of learning? **Indicator 2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS.**	
i. CREATES A SAFE LEARNING ENVIRONMENT	*Physical environment and classroom culture support positive social and personal skills; Develop positive teacher-student relationships*
ii. ESTABLISHES A CULTURE OF LEARNING	*Engagement in complex cognitive tasks shows enthusiasm and effort; Students construct own knowledge; High expectations for all*
iii. CREATES A CULTURE OF PERSISTENCE	*Students and teacher take responsibility for achieving learning targets; Support so students persevere*
How do you manage your classroom? **Indicator 2B: ESTABLISHES AND MAINTAINS CLEAR EXPECTATIONS FOR CLASSROOM AND BEHAVIOR MANAGEMENT.**	
i. ESTABLISHES AND MAINTAINS CLASSROOM ROUTINES AND PROCEDURES	*Teacher and students set clear expectations for procedures, transitions, time on task*
ii. MONITORS AND PROVIDES FEEDBACK ON STUDENT BEHAVIOR	*Behavior feedback is constructive and timely; Positive behavior is acknowledged; Approaches to behavior are preventative, respectful to individual needs; Student responsibility for monitoring their own and peers' behavior*

DOMAIN 3: CLASSROOM INSTRUCTION. The teacher engages students in learning and utilizes instructional strategies that help students understand content.

How do you communicate content to students? **Indicator 3A: COMMUNICATES LEARNING TARGETS AND CONTENT CLEARLY AND EFFECTIVELY.**	
i. USES CONTENT KNOWLEDGE TO PROMOTE LEARNING	*Emphasizes use and acquisition of concepts and skills, connections to other content and interdisciplinary learning; Content knowledge is culturally and contextually relevant and contributes to understanding and engagement; Appropriate use of arts-specific vocabulary*
ii. COMMUNICATES LEARNING TARGETS AND CONTENT	*Explanations are creative and connected to prior knowledge; Students explain content to peers; Directions are clear; Students may develop procedures when appropriate*
What strategies do you use to engage students and promote their ownership of learning? **Indicator 3B: FACILITATES ACTIVITIES AND DISCUSSIONS THAT PROMOTE HIGH COGNITIVE ENGAGEMENT.**	
i. USES INSTRUCTIONAL STRATEGIES TO ENGAGE STUDENTS IN LEARNING	*Instructional strategies engage students in rigorous and relevant learning, higher level thinking, inquiry; Provide options and choice; Differentiation in instruction and activities; Multiple opportunities to practice, apply, show learning*
ii. USES QUESTIONING AND DISCUSSION TECHNIQUES	*Range of questions; Discussions elicit evidence of cognitive engagement; Addresses mistakes; All students accountable to answer questions; Fosters discussions where students initiate, participate, lead*
iii. USES APPROPRIATE PACING AND STRUCTURE	*Lesson structure and pacing support lesson goals; Opportunities for engagement and reflection; All have opportunities to experience success throughout lesson*
How do you utilize student data to advance each student's learning? **Indicator 3C: USES VARIED ASSESSMENT TECHNIQUES TO ADVANCE STUDENT LEARNING.**	
i. USES FORMATIVE ASSESSMENTS TO INFORM INSTRUCTION	*Uses formative assessment to monitor learning and adjust instruction*
ii. PROVIDES FEEDBACK TO ADVANCE LEARNING	*Teacher feedback is timely and promotes higher level thinking; Peer feedback promotes learning*
iii. PROMOTES STUDENT SELF-ASSESSMENT	*Students monitor own work against established norms; Opportunities for ongoing revisions*

DOMAIN 4: PROFESSIONALISM. The teacher participates in on-going professional development activities and collaboration with colleagues and families to advance learning for teachers and students.

How do you reflect on your teaching? **Indicator 4A: REFLECTS ON TEACHING PRACTICE.**	
i. USES SELF-REFLECTION TO IMPROVE INSTRUCTION	*Assesses own effectiveness using student data; Identifies areas of strength, areas for growth*
ii. USES FEEDBACK TO IMPROVE INSTRUCTION	*Seeks feedback from colleagues, administration, families, students, professional literature*
iii. PLANS FOR PROFESSIONAL GROWTH	*Uses reflection and feedback to plan and implement action plan in professional growth*
How do you continue to improve your practice? **Indicator 4B: ENGAGES IN PROFESSIONAL DEVELOPMENT.**	
i. PARTICIPATES IN PROFESSIONAL DEVELOPMENT	*Engages in relevant professional learning that results in increased achievement*
ii. COLLABORATES WITH COLLEAGUES REGARDING STUDENT LEARNING	*Collaborates to increase learning;: analyze data, set goals, design common assessments, analyze work*
iii. CONTRIBUTES TO SCHOOL AND DISTRICT CULTURE OF LEARNING	*Contributes to school, district, community culture of learning*
How do you conduct yourself as a professional? **Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.**	
i. ADHERES TO STANDARDS OF ETHICAL CONDUCT	*Models high standards of professional ethical conduct*
ii. MAINTAINS ACCURATE RECORDS	*Record system is accurate, complete, timely, and consistent*
iii. COMPLETES TASKS IN AN ORGANIZED AND EFFICIENT MANNER	*Required and/or routine tasks completed in efficient, organized way*
iv. COMMUNICATES WITH FAMILIES	*Initiates positive, appropriate, 2-way interaction with families*
v. UNDERSTANDS THE CULTURAL AND LINGUISTIC BACKGROUNDS OF STUDENTS, THEIR FAMILIES AND THE COMMUNITY	*Seeks/leads experiences to understand students' home language and culture, adapts instruction based on this*

DOMAIN 1: PLANNING AND PREPARATION. The teacher develops an effective instructional sequence.

What will you teach?
Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.

i. PLANS UNITS AND LESSONS EFFECTIVELY: Planning is thorough, consistent; Builds on prior knowledge and experience

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- ☐ Lesson plan template is used
- ☐ Lesson plan archive is detailed and up-to-date
- ☐ Planning articulates how this lesson fits into the bigger picture
- ☐ Planning references prior learning
- ☐ Planning addresses differentiation of levels of student abilities or accommodations
- ☐ Planning references district media arts curriculum map
- ☐ Planning articulates school, district, state, national media arts standards and/or district goals
- ☐ Planning displays and/or discusses student learning outcomes using media arts vocabulary

Comments:

Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.

II. SELECTS LEARNING TARGETS AND ACTIVITIES: Learning targets are stated in terms of student learning, aligned with learning activities, connect to MN standards, and show different types of learning; Learning activities have a variety of opportunities

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:
- ☐ Learning targets are based on school, district, state, or national media arts standards, and focused in artistic process: create, produce, respond, connect
- ☐ Lesson plan has learning targets that are written with age appropriate media arts vocabulary
- ☐ Planning includes selecting appropriate content and tasks aligned to the learning target
- ☐ Learning activities include a variety of opportunities for students
- ☐ Planning shows variety in media arts genres studied, including current and historic trends in media arts
- ☐ Planning identifies exemplars to illustrate mastery of the media arts form or skill
- ☐ Planning scaffolds lessons to allow for differentiation and a progression of challenge within the artistic process

Comments:

Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.

iii. APPLIES CONTENT KNOWLEDGE AND UNDERSTANDING OF HOW STUDENTS LEARN: Teacher shows expertise in content and how students learn; Anticipates student misconceptions; Plans ways for students to assume responsibility

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:
- ☐ Planning shows depth of knowledge required of the standards and artistic process: create, produce, respond, connect
- ☐ Planning reflects grade-appropriate media arts standards
- ☐ Planning reflects the diversity of historic, contemporary, and local media artists
- ☐ Planning articulates media arts content and concepts using media arts vocabulary
- ☐ Planning reflects strategies or activities that are culturally relevant and meaningful for students
- ☐ Planning considers multiple approaches to teaching objectives/learning targets
- ☐ Planning considers multiple methods of teaching the key concept such as demonstration, teacher or peer modeling, or explanation
- ☐ Planning anticipates potential areas of struggle for students, with additional options
- ☐ Planning considers ways for students to assume responsibility for their own learning and problem solving

Comments:

What will you teach?
Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.

iv. USES STUDENT DATA TO INFORM PLANNING: Learning targets and lesson design informed by data

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- ☐ Planning uses school data such as student demographics, standardized assessments, and/or special education data to inform pedagogical choices and curriculum development
- ☐ Planning is informed by student data collected in previous lessons such as pre-assessments, formative assessments, or exit slips
- ☐ Planning is informed by student interest and reflects student personal artistic voice
- ☐ Planning is informed by students' reflection on their own media artwork and that of others
- ☐ Planning is informed by student work documented throughout the school year in a media arts portfolio or archive
- ☐ Planning includes intention to use formative assessment specific to media arts such as storyboards or story arcs

Comments:

How will you teach the lesson?
Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.

i. DESIGNS COHERENT INSTRUCTION: Strategies/activities are well organized and support learning targets; Student construction of knowledge; Instructional grouping

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- ☐ Planning includes learning targets written with age appropriate and media arts-specific vocabulary
- ☐ Planning includes selecting appropriate tasks and skills aligned to the learning target
- ☐ Planning scaffolds lessons to allow for differentiation and a progression of challenge within the artistic process: create, produce, respond, connect
- ☐ Planning includes strategies and activities that are student-centered, supporting inquiry and construction of new artistic knowledge
- ☐ Planning includes assignments and activities that will allow students to make choices

Comments:

Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.

ii. CREATES INTERDISCIPLINARY AND EXTENDED LEARNING EXPERIENCES: Connects to other subjects, integrates technology, reading, writing, and/or math; Extends learning to other subjects and community life

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- ☐ Planning includes vocabulary and/or concepts from non-arts disciplines
- ☐ Planning includes media arts-specific literacy activities such as film discussions, review protocols, journaling, or reflections
- ☐ Planning incorporates the integration of interdisciplinary content such as reading, writing, mathematics and spatial skills, social studies, and science
- ☐ Planning incorporates multisensory communication that relies on sound, image, and movement
- ☐ Planning recognizes the connection between media and visual arts, and with dance, music, and theater
- ☐ Planning reflects media arts exemplars and experiences that are culturally relevant and meaningful for students
- ☐ Planning includes collaboration with teachers in other subjects or professionals outside of the school
- ☐ Planning demonstrates a variety of ways media art can be used to share personal voice
- ☐ Planning recognizes the role of arts in society, history, culture, and careers
- ☐ Planning considers guest artists and/or facilitates media art experiences in community venues
- ☐ Planning identifies ways the learning target can extend to student engagement with media arts outside of the classroom such as model development, illustration, visual mapping, visual journaling, visual/digital storytelling, photo journalism, problem solving and logic that requires an understanding of spatial relationships
- ☐ Planning provides opportunities to showcase student work in community exhibits

Comments:

How will you teach the lesson?
Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.

iii. USES AVAILABLE RESOURCES AND TECHNOLOGY: Variety and depth of resources; Technology to increase engagement and learning

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

☐ Planning includes organization of tools and appropriate materials

☐ Planning includes arts resources that respectfully portray various social, cultural, and historical contexts and are aligned to the learning target

☐ Planning recognizes arts partnerships that support student learning such as guest artists and online media projects, galleries, and film festivals/contests

☐ Planning incorporates a variety of technology:
- So students work as artists do (creating, producing, and responding)
- To bring media arts examples and experiences into full class instruction
- To document student work such as videos, digital artwork, animations, posters, and/or digital portfolios
- For peer collaboration in the arts
- To share work with the greater media arts community through blogs, YouTube, Vimeo, podcasts, social media

☐ Planning calls for available technology such as internet, video camera, cell phones iPads/tablets, SMART board, apps, video/image-based editing software, interactive design software, internet-based grading system, online learning management systems/courses, and/or class and personal websites, so students may collaborate, document, monitor, and share their work

Comments:

iv. DESIGNS CULTURALLY RELEVANT INSTRUCTIONAL STRATEGIES: Activities and strategies informed by students' skills, interests, cultural backgrounds, language proficiency, exceptionalities

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

☐ Planning includes activities to develop student-to-student and teacher-to-student relationships fundamental to engaging in the arts

☐ Planning of instructional strategies focuses on student assets and backgrounds, and is informed by student needs and differences

☐ Planning is informed by student interests in popular culture and relevant community issues

☐ Planning incorporates media art from multiple communities, genres, styles, perspectives, and geographic locations

☐ Planning utilizes students or community members to assist with the understanding of cultural practices related to artistic process: create, produce, respond, connect

☐ Planning includes activities to engage students in respectful portrayal of cultures or characters

☐ Planning shows intent to avoid "essentializing" or "otherizing" communities in the classroom

☐ Planning includes activities for students to discuss or critically analyze systems of power in media arts, the classroom, the school, district and/or society

☐ Planning shows encouragement of all students to create media art works to the best of their ability

Comments:

i.   PLANS FORMATIVE AND SUMMATIVE ASSESSMENTS: Formative and/or summative assessment on learning targets; Formative helps determine next steps in instruction; Self- and peer-assessment against exemplars/criteria; Student-developed criteria

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

☐ Planning shows formative and/or summative assessment strategies that are aligned to learning targets such as:
  - Brainstorming, mind maps, chalk talks, story pitches
  - Sketches, storyboards, story arcs
  - Studio Thinking

☐ Planning shows intention of ongoing teacher feedback to the full class, small groups, and/or individuals

☐ Planning shows intention of peer-to-peer feedback

☐ Planning includes opportunities for students to develop criteria for evaluating their artwork and/or the work of others

☐ Planning includes use of protocols to frame group discussions and feedback such as Critical Response, Descriptive Review, or Tuning Protocol

☐ Planning incorporates rubrics that are aligned with learning targets, and used as tools for self-assessment, peer-assessment, and/or formative and summative assessment

☐ Planning is supported by student work that is documented throughout the year in an arts portfolio

☐ Planning includes use of multimedia resources to collect student work for portfolios

☐ Planning incorporates student reflection on their own creative process through verbal and/or journaling activities

☐ Planning shows opportunities to assist students in setting individual goals related to artistic process: create, produce, respond, connect

Comments:

How will you know if students learned what you taught?
Indicator 1C: PLANS FOR ASSESSMENT AND DIFFERENTIATION.

ii. PLANS FOR DIFFERENTIATION: Differentiation based on student data; Considers learning experience, content, process, product

Teacher evidence could include various elements, and in today's conversation the checked statement(s) apply:

- ☐ Planning shows awareness of student IEPs and 504 plans and necessary accommodations
- ☐ Planning for differentiation is based on formative assessment data in the arts and knowledge of students' needs, interests, and preferred learning styles
- ☐ Planning differentiates resources, roles, and/or strategies to challenge every student
- ☐ Planning recognizes there are multiple paths and multiple answers to achieving the learning targets and solving problems when creating art
- ☐ Planning adjusts curriculum or makes modifications to meet varying student levels such as:
  - Adjusting lessons based on previous student artwork
  - Adjusting time needed to complete artwork
  - Adjusting the rubric to include different skill levels to achieve proficiency
  - Adjusting the use of tools
- ☐ Planning shows intention of providing one-to-one instruction, as needed
- ☐ Planning scaffolds lessons to allow for differentiation and a progression of challenge within the artistic process: create, produce, respond, connect
- ☐ Planning includes resources to support various learning styles and needs such as:
  - Visual aids
  - A hard copy of notes and/or vocabulary
  - Utilizing a class website
  - Recorded technical or artistic instructions
  - Resources or materials to sketch and explore initial ideas

Comments:

DOMAIN 2: CLASSROOM ENVIRONMENT. The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.

<table>
<tr><td colspan="2">

How does your classroom promote a culture of learning?
Indicator 2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS.

</td></tr>
<tr><td colspan="2">

i. CREATE A SAFE LEARNING ENVIRONMENT: Physical environment and classroom culture support positive social and personal skills; Develop positive teacher-student relationships

</td></tr>
<tr><td>

Teacher evidence could include various elements, and today the checked statement(s) apply:
- ☐ Maintains a physical space conducive to work in media arts
- ☐ Monitors and supports the health and physical safety of students including the availability and use of electrical outlets, appropriate tables and chairs, adequate ventilation
- ☐ Nurtures positive relationships with all students in a variety of ways such as:
  - Greeting students at the door
  - Knowing student names and pronouncing them correctly
  - Acknowledging personal interests or information to develop rapport
  - Incorporating arts-focused community building activities
- ☐ Establishes a safe classroom community in a variety of ways such as:
  - Classroom expectations are clear
  - A seating chart is used
  - Protocols provide a safe way to share teacher and peer feedback
  - Classroom community is safe for exploring, creating, and performing media arts
- ☐ Models and leads students to be respectful of each others' artwork

</td><td>

Student evidence that may be observed today:
- ☐ Students greet teacher at the door
- ☐ Students demonstrate a confident, respectful, and positive rapport with the teacher
- ☐ Students willingly form small groups with any/all students
- ☐ Students respectfully participate in peer critiques and/or give feedback to the teacher
- ☐ Students follow classroom rules and expectations
- ☐ Students demonstrate personal responsibility

</td></tr>
<tr><td colspan="2">

Comments:

</td></tr>
</table>

How does your classroom promote a culture of learning?
Indicator 2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS.

ii. ESTABLISHES A CULTURE OF LEARNING: Engagement in complex cognitive tasks shows enthusiasm and effort; Students construct own knowledge; High expectations for all

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Models life-long learning
- ☐ Displays media arts-focused information and materials around the room such as:
  - Word wall
  - Learning objectives
  - Posters, images
- ☐ Articulates high expectations for all students
- ☐ Clearly communicates learning targets that are rigorous, appropriate for the age of the students, reflective of media arts standards, and attainable through careful scaffolding
- ☐ Allows for differentiation and a progression of challenge within the artistic process: create, produce, respond, connect
- ☐ Creates opportunities for students to work as a full class, in small groups, and/or independently during studio time
- ☐ Goes beyond remembering and understanding in learning activities to require higher level thinking such as analyzing, critiquing, and synthesizing
- ☐ Draws attention to attributes of growth mindset such as student focus, effective strategies, effort, improvement, and persistence in classroom work
- ☐ Encourages students to develop their own resources and tutorials to share with peers

Student evidence that may be observed today:

- ☐ Students enter and show readiness for class
- ☐ Students reference prior knowledge
- ☐ Students initiate learning opportunities such as projects
- ☐ Students articulate what they are learning
- ☐ Students demonstrate initiative when working independently or in small groups
- ☐ Students work in collaborative teams to plan, create, refine, and/or evaluate media artworks
- ☐ Students mentor peers
- ☐ Students create and share tutorials or other learning products
- ☐ Students routinely reflect on their work in journaling, reflective statements, and/or against a rubric to plan next steps
- ☐ Students confidently share their work with peers for feedback
- ☐ Students show academic, behavioral, cognitive, and affective engagement in learning
- ☐ Students adhere to deadlines
- ☐ Students are engaged and persistent in media arts

Comments:

Indicator 2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS.

iii. CREATES A CULTURE OF PERSISTENCE: Students and teacher take responsibility for achieving learning targets; Support so students persevere

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Draws attention to attributes of <u>growth mindset</u> such as student focus, exploration, effort, improvement, and persistence in classroom work ☐ Models revision, practice, and persistence in teacher's own work ☐ Gives feedback that is timely, specific, descriptive, and in multiple formats so students know what they do well, what needs improvement, and how to improve ☐ Encourages students to develop discipline, focus, and persistence in creating media art works	☐ Students engage in self-evaluation and critique ☐ Students revise work based on feedback from the class, the teacher, or a peer ☐ Students set personal goals related to artistic process (create, produce, respond, connect) and show focus, effort, and persistence in meeting the goals

Comments:

How do you manage your classroom?
Indicator 2B: ESTABLISHES AND MAINTAINS CLEAR EXPECTATIONS FOR CLASSROOM AND BEHAVIOR MANAGEMENT.

i. ESTABLISHES AND MAINTAINS CLASSROOM ROUTINES AND PROCEDURES: Teacher and students set clear expectations for procedures, transitions, time on task

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Establishes clear procedures with students for work online and in the physical classroom ☐ Provides opportunities for students to contribute to the development of expectations for classroom behavior ☐ Clearly articulates classroom procedures for recurring needs such as: • Making efficient and purposeful transitions • Re-teaching material from class to class • Giving feedback to students • Posting learning targets or objectives • Reflecting with exit slips ☐ Has materials and other resources for the lesson readily available, and a system in place for signing them out, as needed	☐ Students follow agreed upon classroom routines and articulate reasons for specific procedures ☐ Students are engaged and persistent during the art-making process ☐ Students articulate their personal contribution and responsibility in group work

Comments:

Indicator 2B: ESTABLISHES AND MAINTAINS CLEAR EXPECTATIONS FOR CLASSROOM AND BEHAVIOR MANAGEMENT.

ii. MONITORS AND PROVIDES FEEDBACK ON STUDENT BEHAVIOR: Behavior feedback is constructive and timely; Positive behavior is acknowledge; Approaches to behavior are preventative, respectful to individual needs; Student responsibility for monitoring their own and peers' behavior

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Models appropriate behavior criteria for individual and group work time	☐ Students recognize their personal contribution and responsibility in group projects
☐ Provides verbal and non-verbal feedback in a timely manner to reinforce positive behavior and/or redirect undesired behavior	☐ Students complete self-assessment on behavior
☐ Regularly engages students to reflect on their own behavior in the studio	☐ Students engage in self-reflection and modify behavior appropriately
☐ Models independent work and initiative to be able to meet project deadlines	☐ Students monitor each other's behavior using the established criteria co-created in class
☐ Establishes communication with families	☐ Students respond appropriately to feedback from teacher, class, or peer

Comments:

DOMAIN 3: CLASSROOM INSTRUCTION. The teacher engages students in learning and utilizes instructional strategies that help students understand content.

How do you communicate content to students?
Indicator 3A: COMMUNICATES LEARNING TARGETS AND CONTENT CLEARLY AND EFFECTIVELY.

i. USES CONTENT KNOWLEDGE TO PROMOTE LEARNING: Emphasizes use of acquisition of concepts and skills, connections to other content and interdisciplinary learning; Content knowledge is culturally and contextually relevant and contributes to understanding and engagement; Appropriate use of arts-specific vocabulary

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Demonstrates media arts concepts and skills in artistic process: create, produce, respond, connect	☐ Students are designing or creating digital stories and images
☐ Facilitates opportunities for students to explore ideas through the design process	☐ Students demonstrate concepts and terminology
☐ Uses media arts examples and experiences that are culturally relevant and meaningful for students	☐ Students use media arts vocabulary
☐ Makes connections between media arts and other art forms or content areas	☐ Students explain historical or cultural context of media arts
☐ Incorporates historical or cultural context of media arts	☐ Students are able to articulate the messages communicated through media arts
☐ Incorporates the role of media arts in society, history, and culture	
☐ Uses media arts-specific vocabulary in discussion and feedback	☐ Students articulate broad application of media arts outside of school
☐ Promotes media arts as a means of communication, including sharing personal feelings and/or emotions through a variety of genres such as: commercial, personal, documentary, narrative, animation, and public service announcements (PSAs)	☐ Students write or discuss reflections about media arts-making processes or completed works
☐ Encourages student's personal artistic voice by allowing for diverse student interests, background, and learning styles	☐ Students generate artist statements
☐ Incorporates higher level thinking skills such as analyzing, critiquing, and synthesizing	
☐ Engages multiple learning modalities to demonstrate content	
☐ Redirects or amends the lesson in the moment in response to students' questions or needs	

Comments:

How do you communicate content to students?
Indicator 3A: COMMUNICATES LEARNING TARGETS AND CONTENT CLEARLY AND EFFECTIVELY.

ii. COMMUNICATES LEARNING TARGETS AND CONTENT: Explanations are creative and connected to prior knowledge; Students explain content to peers; Directions are clear; Students may develop procedures when appropriate

Teacher evidence could include various elements, and today the checked statement(s) apply:
- ☐ Uses age appropriate and media arts-specific vocabulary in learning targets
- ☐ Introduces, references, or reviews learning targets
- ☐ Posts or shares access to learning targets
- ☐ Clearly articulates instructions for work as a full class, in small groups, or individually during studio time
- ☐ Makes connections to prior learning

Student evidence that may be observed today:
- ☐ Students are able to articulate and/or demonstrate learning targets
- ☐ Students are able to follow instructions with minimal confusion
- ☐ Students respond accordingly to instructions
- ☐ Students articulate studio procedures of the media arts medium
- ☐ Students articulate their personal contributions to media arts class
- ☐ Students participate in feedback protocols
- ☐ Students write artist statements that reflect the learning targets

Comments:

What strategies do you use to engage students and promote their ownership of learning?
Indicator 3B: FACILITATES ACTIVITIES AND DISCUSSIONS THAT PROMOTE HIGH COGNITIVE ENGAGEMENT.

i. USES INSTRUCTIONAL STRATEGIES TO ENGAGE STUDENTS LEARNING: Instructional strategies engage students in rigorous and relevant learning, higher level thinking, inquiry; Provide options and choice; Differentiation in instruction and activities; Multiple opportunities to practice apply, show learning

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Engages students in artistic process: create, produce, respond, connect
- ☐ Incorporates higher level thinking skills such as analyzing, critiquing, and synthesizing
- ☐ Uses instructional strategies that engage students in rigorous learning in media arts such as direct instruction, modeling, Visual Thinking Strategies, predicting, graphic organizers, think-pair-share or work with elbow partners, formative assessment, exit slips
- ☐ Uses instructional strategies that support differentiated learning in media arts such as student choice, learning centers, goal setting, individual conferencing
- ☐ Uses instructional strategies or activities that are culturally relevant and meaningful for students such as Know/Want/Learn (KWL) charts, inquiry, reflection/response, peer collaboration, connecting to other content areas, guest artists, learning contracts
- ☐ Provides opportunities to work as a whole class, in small groups, and/or independently during studio time
- ☐ Uses viewing and discussion of exemplary student and professional works germane to the media art assignment/concepts introduced
- ☐ Compares and contrasts the expressive qualities of different genres of film/video creation
- ☐ Instructs students in the development of a glossary of technical terms that are specific to the creation of media art works
- ☐ Facilitates discussions on the relationship between elements of media arts and visual arts
- ☐ Uses feedback or peer feedback protocols to engage students in learning

Student evidence that may be observed today:

- ☐ Students routinely use media arts-specific vocabulary in reference to the work at hand
- ☐ Students effectively use the tools and techniques necessary to complete their media arts projects
- ☐ Students demonstrate/ show and discuss their work during screening sessions
- ☐ Students analyze their own work, both in its development and completion, including scripts, storyboards, and edit/production logs
- ☐ Students produce in-depth research findings on a specific topic, genre, or period relating to media arts
- ☐ Students show academic, behavioral, cognitive, and affective engagement in learning
- ☐ Students reflect on their own thinking

Comments:

Indicator 3B: FACILITATES ACTIVITIES AND DISCUSSIONS THAT PROMOTE HIGH COGNITIVE ENGAGEMENT.

ii. USES QUESTIONING AND DISCUSSION TECHNIQUES: Range of questions; Discussions elicit evidence of cognitive engagement; Addresses mistakes; All students accountable to answer questions; Fosters discussions where students initiate, participate, lead

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Creates a safe space for students to ask questions
- ☐ Creates protocols to engage students in discussion so they know how and when to contribute
- ☐ Uses artistic protocols such as Critical Response or Visual Thinking Strategies as a basis for small group and/or full class discussions
- ☐ Facilitates the discover and development of connections:
  - Media art to media art
  - Media art to self
  - Media art to world
  - Media art to other curricular areas
- ☐ Incorporates feedback and reflection protocols
- ☐ Poses discussion questions about artistic intent to individuals or small groups
- ☐ Uses a variety of questioning strategies such as:
  - Open-ended questions
  - Questions with more than one answer, or unknown answers
  - Encouraging students to add to a previous response
  - Asking follow-up questions to expand on a previous comment
- ☐ Uses strategies that engage all students in answering questions focused on the respond artistic process such as think-pair-share, elbow partners, padlet.com, KWL, reflection, choice, peer collaboration, small group work
- ☐ Models metacognition/reflective practice for students
- ☐ Addresses mistakes in ways that help students maintain self-confidence

Student evidence that may be observed today:

- ☐ Students critique each others' works using the vocabulary of media arts
- ☐ Students infer meaning from media arts creations of their peers and others, and share their interpretations with others
- ☐ Students participate in feedback protocols and critique peer progress
- ☐ Students listen and respond to their classmates' questions
- ☐ Students ask clarifying questions
- ☐ Students use evidence or personal experience to justify answers
- ☐ Students lead discussions

Comments:

What strategies do you use to engage students and promote their ownership of learning?
Indicator 3B: FACILITATES ACTIVITIES AND DISCUSSIONS THAT PROMOTE HIGH COGNITIVE ENGAGEMENT.

iii. USES APPROPRIATE PACING AND STRUCTURE: Lesson structure and pacing support lesson goals; Opportunities for engagement and reflection; All have opportunities to experience success throughout lesson

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:

☐ Clearly establishes class deadlines and adjusts as needed
☐ Models overall lesson pacing and structure after the work of practicing artists with components such as:
   • Brainstorming
   • Technical development
   • Application
   • Reflection
   • Feedback
   • Presentation of work
   • Setting the timeline
☐ Assists students in setting individual goals and timelines related to artistic process: create, produce, respond, connect
☐ Allows for differentiation and a progression of challenge within the artistic process: create, produce, respond, connect
☐ Creates screening or sharing opportunities to showcase student work at various stages of development
☐ Draws attention to attributes of growth mindset such as student focus, affective strategies, effort, improvement, and persistence in classroom work
☐ Reflects on the habits and pacing of instruction and adjusts as needed
	☐ Students complete media arts projects in a timely fashion given criteria of the project, ability levels, and identified accommodations
	☐ Students demonstrate steps in a process
	☐ Students show their work
	☐ Students self-advocate such as asking for additional time to complete their project

Comments:

How do you utilize student data to advance each student's learning?
Indicator 3C: USES VARIED ASSESSMENT TECHNIQUES TO ADVANCE STUDENT LEARNING.

i. USES FORMATIVE ASSESSMENTS TO INFORM INSTRUCTION: Uses formative assessment to monitor learning and adjust instruction

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:

☐ Gathers formative data on student work in artistic process (create, produce, respond, connect) using strategies such as:
   • Observation
   • Exit slips
   • Video recording
☐ Uses data from student work, process journals, class discussions, and/or reflections to plan subsequent classes
☐ Makes adjustments during the class based on individual or class data
	☐ Students participate in formative assessment activities such as class discussion, feedback protocols, or self-assessments
	☐ Students are able to make needed adjustments to their own work based on formative assessments

Comments:

How do you utilize student data to advance each student's learning?
Indicator 3C: USES VARIED ASSESSMENT TECHNIQUES TO ADVANCE STUDENT LEARNING.

ii. PROVIDES FEEDBACK TO ADVANCE LEARNING: Teacher feedback is timely and promotes higher level thinking; Peer feedback promotes learning

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Provides timely verbal and nonverbal feedback to the full class ☐ Provides timely, descriptive feedback to individual students to inform next steps in their work such as *"What is your goal?" "Consider using…,"* or *"Why did you make that choice?"* ☐ Leads students through formative reflection and evaluation of individual/group work toward next steps in completing the work ☐ Promotes opportunities for peer feedback within structured parameters ☐ Supports students in setting individual goals and timelines related to artistic process: create, produce ☐ Facilitates a conversation using Warm and Cool Feedback Protocol	☐ Students make changes in response to verbal or nonverbal feedback ☐ Students adjust creative practice or make technological adjustments in the moment based on feedback ☐ Students adjust creative practice both in the moment and as part of the revision process ☐ Students participate in feedback protocols

Comments:

How do you utilize student data to advance each student's learning? **Indicator 3C: USES VARIED ASSESSMENT TECHNIQUES TO ADVANCE STUDENT LEARNING.**

iii. PROMOTES STUDENT SELF-ASSESSMENT: Students monitor own work against established criteria; Opportunities for ongoing revisions

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Promotes a culture of continuous refinement in creating and presenting media art ☐ Promotes a culture where students routinely critique, form opinions, and interpret meaning in media art ☐ Promotes individual and collaborative reflection on a final piece of art, so the thoughts can be carried forward to other works of art ☐ Supports students in setting individual goals related to artistic process: create, produce, respond, connect ☐ Provides the summative checklist or rubric for students to use in formative self-assessment at various milestones toward completion of the work ☐ Provides an exemplar for students to reference in formative self-assessment ☐ Allocates time for students to revise their work based on feedback prior to final submission or performance ☐ Provides reflective journal prompts ☐ Collects student data and provides opportunities for students to analyze it and discover their own progress	☐ Students participate in self-assessment ☐ Students contribute criteria for self-assessment activities ☐ Students self-assess their ability to show media arts concepts ☐ Students articulate or demonstrate what they feel are the best elements of their media art works and what elements need refinement

Comments:

DOMAIN 4: PROFESSIONALISM. The teacher participates in on-going professional development activities and collaboration with colleagues and families to advance learning for teachers and students.

How do you reflect on your teaching?   **Indicator 4A: REFLECTS ON TEACHING PRACTICE.**

i. USES SELF-REFLECTION TO IMPROVE INSTRUCTION: Assesses own effectiveness using student data; Identifies areas of strength, areas for growth

Teacher evidence could include various elements, and today the checked statement(s) apply:
- ☐ Reflects on video of the lesson, student artifacts (such as journals, performances, media art works, critiques), observations, and/or data to inform and modify instruction
- ☐ Examines student creative work, student self-evaluations, or testing data to inform future planning
- ☐ Is mindful of personal aesthetics and how this influences or impacts pedagogy, curriculum, activities
- ☐ Understands their own relationship to student success
- ☐ Identifies areas of strength in teaching practices, identifies areas needing improvement in teaching practices, and sets personal goals for professional growth
- ☐ Analyzes own gaps in ability, knowledge, skills, and interests as they relate to teaching media arts, and sets personal goals for professional growth

Comments:

How do you reflect on your teaching?   **Indicator 4A: REFLECTS ON TEACHING PRACTICE.**

ii. USES FEEDBACK TO IMPROVE INSTRUCTION: Seeks feedback from colleagues, administration, families, students, professional literature

Teacher evidence could include various elements, and today the checked statement(s) apply:
- ☐ Solicits feedback from students and colleagues to reflect on teaching effectiveness
- ☐ Uses best practices shared by colleagues in media arts-specific Professional Learning Communities
- ☐ Participates in peer coaching or classroom visits with other media arts professionals
- ☐ Reflects on feedback of community members related to student presentations
- ☐ Administers student and family surveys
- ☐ Seeks feedback from professional colleagues, school administration, or community organizations

Comments:

Indicator 4A: REFLECTS ON TEACHING PRACTICE.

iii. PLANS FOR PROFESSIONAL GROWTH: Uses reflection and feedback to plan and implement action plan in professional growth

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Reflects on strengths and weaknesses in students' artistic process (create, produce, respond, connect) and uses information to create an action plan for personal professional growth
- ☐ Uses feedback from colleagues, administrators, students, and/or families to create an action plan for professional growth
- ☐ Reads and reflects on information in a personalized learning network such as professional journals, conferences, blogs and other sources to plan for professional growth, both in media arts-related areas and in pedagogy

Comments:

How do you continue to improve your practice?
Indicator 4B: ENGAGES IN PROFESSIONAL DEVELOPMENT.

i. PARTICIPATES IN PROFESSIONAL GROWTH: Engages in relevant professional learning that results in increased achievement

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Engages in visual and media arts and related arts areas outside of school
- ☐ Seeks out appropriate media arts resources for professional development
- ☐ Is knowledgeable about the local, state, regional, national, and/or international media arts community
- ☐ Learns from guest artists-in-residence
- ☐ Participates in media arts education professional organizations
- ☐ Seeks additional professional development in media arts technologies such as software, hardware, sound tools, cameras, lighting, imaging tools
- ☐ Seeks additional professional development in media arts specializations that need additional support and training such as sound design, animation, narrative cinema, performance-based media arts, digital imaging
- ☐ Attends or participates in media arts-related opportunities in the community
- ☐ Follows professional journals and blogs
- ☐ Participates in a media arts-related Professional Learning Community (PLC) or Q Comp
- ☐ Engages in cross-content experience and connects learning to teaching practice
- ☐ Collaborates with other media arts professionals in professional development, online communities, and webinars
- ☐ Draws connections gained in ongoing professional development to increased student learning
- ☐ Attends staff meetings
- ☐ Participates in building and district professional development

Comments:

How do you continue to improve your practice?
Indicator 4B: ENGAGES IN PROFESSIONAL DEVELOPMENT.

ii.   COLLABORATES WITH COLLEAGUES REGARDING STUDENT LEARNING: Collaborates to increase learning by analyzing data, setting goals, designing common assessments, and analyzing work

Teacher evidence could include various elements, and today the checked statement(s) apply:

☐ Engages in a Professional Learning Community of visual and media arts educators to assess, analyze, share best practices, and monitor growth in students' achievement
☐ Collaborates with teachers in other content areas to develop an interdisciplinary or arts integrated unit
☐ Recognizes positive gains in student achievement as a result of collaboration with colleagues or community stakeholders
☐ Examines student data and progress with colleagues to determine future needs
☐ Participates in IEP meetings when appropriate
☐ Collaborates with teachers outside the discipline to support student success
☐ Participates in conversations about individual students in broader planning for the department and/or the school

Comments:

How do you continue to improve your practice?
Indicator 4B: ENGAGES IN PROFESSIONAL DEVELOPMENT.

iii.   CONTRIBUTES TO SCHOOL AND DISTRICT CULTURE OF LEARNING: Contributes to school, district, community culture of learning

Teacher evidence could include various elements, and today the checked statement(s) apply:

☐ Contributes to the overall school community beyond the media arts classroom by participating in school-wide activities
☐ Seeks to build connections with colleagues across the school and across content areas
☐ Takes a leadership role in the school through mentoring, curriculum writing, or participating in committees, such as scheduling, staff development or equity team
☐ Serves on district-level committees, including ones that are media arts-specific
☐ Contributes to district or school-wide initiatives such as an exhibition of student media arts work
☐ Describes and advocates for the whole child; for the unique characteristics of learning in an arts classroom
☐ Participates in PLC or Q Comp program
☐ Provides students with opportunities to connect with the field of media arts outside of school

Comments:

How do you conduct yourself as a professional?
Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.

i.   ADHERES TO STANDARDS OF ETHICAL CONDUCT: Models high standards of professional, ethical conduct

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Models and discusses adherence to copyright laws, fair use, and plagiarism
- ☐ Follows school/district protocols for public exhibition of student work including media release, distribution considerations, and appropriate content
- ☐ Works with school personnel to resolve issues for students when a conflict arises
- ☐ Refers student concerns to appropriate school staff such as guidance counselor, social worker, or mental health case worker
- ☐ Reports issues of misconduct to appropriate school authorities
- ☐ Complies with mandatory reporting
- ☐ Follows data privacy laws
- ☐ Develops and shares grading rubrics with stakeholders to ensure transparency

Comments:

How do you conduct yourself as a professional?
Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.

ii.   MAINTAINS ACCURATE RECORDS: Record system is accurate, complete, timely, and consistent

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Maintains accurate records of school equipment and resources used in the media arts classroom
- ☐ Maintains up-to-date department budget and student fundraising/activity accounts, and abides by district protocols for handling funds
- ☐ Maintains virtual space in learning management system so that lessons and resources are easy to use
- ☐ Documents and tracks observations of student work
- ☐ Takes attendance in a timely manner
- ☐ Maintains internet-based grading system in a timely manner
- ☐ Documents communication with stakeholders
- ☐ Maintains a classroom website/school presence with up-to-date information

Comments:

How do you conduct yourself as a professional?
Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.

iii. COMPLETES TASKS IN AN ORGANIZED AND EFFICIENT MANNER: Required and/or routine tasks completed in efficient, organized way

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Follows school policies for care and maintenance of classroom equipment and supplies
- ☐ Develops and maintains a check-out system for students to borrow school resources such as cameras, digital tablets, lighting equipment, microphones, sound equipment, tripods
- ☐ Follows the field trip policy and procedures when planning field trips or performances in the community
- ☐ Respects general school deadlines, as well as additional deadlines in arts-related planning such as purchasing of resources or equipment, securing exhibit space, or paying guest artists
- ☐ Submits lesson plans or curriculum map to relevant district administration
- ☐ Manages classroom needs efficiently and effectively
- ☐ Is prepared for parent-teacher conferences
- ☐ Develops a policy for tracking student work and make-up work that is in line with school expectations
- ☐ Uses online resources such as Google Docs to maintain records and organize class data

Comments:

<table>
<tr><td>

How do you conduct yourself as a professional?
Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.

</td></tr>
</table>

iv. COMMUNICATES WITH FAMILIES: Initiates positive, appropriate, two-way interaction with families

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Reaches out to families using multiple methods such as phone, mail, email, parent meetings/conferences, and district resources or translators when the primary language is not English
- ☐ Disseminates information about student exhibitions, opportunities, and events multiple times, in various formats, and in a timely manner
- ☐ Maintains a classroom website with accurate information
- ☐ Maintains the internet-based grading system in a timely manner
- ☐ Provides a course syllabus as appropriate
- ☐ Attends parent meetings such as PTO, graduation committee, family nights, community nights
- ☐ Documents communication with stakeholders such as personal notes, email messages, voicemail

Comments:

How do you conduct yourself as a professional?
Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.

v. UNDERSTANDS THE CULTURAL AND LINGUISTIC BACKGROUNDS OF STUDENTS, THEIR FAMILIES AND THE COMMUNITY: Seeks/leads experiences to understand students' home language and culture; adapts instruction based on this

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Seeks to understand students' culture and how it intersects with their work in media arts
- ☐ Adjusts pedagogy to accommodate the language and cultural needs of the classroom
- ☐ Participates in professional development in areas such as LGBTQ, trauma-informed, immigrant communities, or academic equity to better understand and support all students
- ☐ Uses inclusive language in the classroom
- ☐ Provides opportunities for students to experience media art work from various cultures through artistic process: create, produce, respond, connect
- ☐ Includes community-building activities to develop student rapport
- ☐ Incorporates visual imagery in the classroom reflecting student identity and demographics
- ☐ Accommodates family schedules as needed to ensure student needs are met

Comments: