

SECONDARY VISUAL ARTS EDUCATION

STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

Disciplinary Foundations. (SOE) Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).

Transformation. (SOE) Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

Identity Development. (SOE) Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

Understanding Differences. (SOE) Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

Technical Qualities of Art (IPT 1, ISBE Art 1). Understands the sensory elements, organizational principles, and expressive qualities of the visual arts.

Commonalities, Distinctions and Connections (IPT 1, ISBE Art 2). Understands the commonalities, distinctions, and connections in and among the fine arts.

Process and Production of Art (IPT 1, ISBE Art 3). Understands the process and production of the visual arts.

Expressive Artistic Skills (IPT 1, ISBE Art 4). Applies knowledge and skills necessary to create expressively and with technical proficiency in a range of media and processes.

Function of Visual Arts (IPT 1, ISBE Art 5). Analyzes how the visual arts function in history, society and everyday life.

Relationship of Visual Arts to Society (IPT 1, ISBE Art 6). Understands how the visual arts shape and reflect history, society, and everyday life.

Human Development and Learning (IPTS 2). Understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Diverse Students (IPTS 3). Understands how students differ in their approaches to learning and Creates instructional opportunities that are adapted to diverse learners.

Learning Environment (IPTS 5). Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Planning for Instruction. (IPTS 4). Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Instructional Delivery (ISBE Art 7, IPTS 6). Uses a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.

Classroom Communication (IPTS 7). Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

Assessment (IPST 8). Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Disabilities (ISBE core). Implements appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Technology I (ISBE core). As appropriate for the discipline, enables students to learn about and to use technology.

Technology II (ISBE core). Understands and uses technology to enhance his/her teaching

Language Arts: Literacy Techniques & Strategies (ISBE Core LA 1). Knows a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline

Language Arts: Modeling Literacy Skills (ISBE Core LA 2). Models effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities

Language Arts: Instruction &Improvement (ISBE Core LA 3). provides a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills

Secondary Content Area Reading (ISBE math, science, social sci). Understands the process of reading and

demonstrates instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

For T&L Students

Inquiry. (SOE) Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

Collaboration (IPTS 9). Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Reflection and Professional Growth (IPTS 10). Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Professional Conduct (IPTS 11). Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being