CORE VALUES:
PROFESSIONAL AND INTERPERSONAL COMPETENCIES
ART I, II: Teaching Art K-12
Department of Art Education, School of Visual Art, University of Montana

Professionals in educational settings are expected to engage in scholarly practices with professional integrity. Yet, such professional and interpersonal competencies are not always explicitly stated to students in pre-service stages of professional development. This rubric makes explicit the meanings and practices of professional and interpersonal competencies that are expected of students and educators by the Art Education program.

This document lists a range values and competencies. Competencies are listed under the corresponding core value with a rationale for that competency followed by a description of exemplary models that meet and exceed standards.

The holistic ideal:
Student balances the social, emotional, cultural, physical, spiritual, intellectual, and aesthetic dimensions of the self.

- Emotional Responsibility: Demonstration of reason and balance in decision-making and interactions is essential to a trusting educational environment.

  Student demonstrates balanced judgment. Student is appropriately mature, responsible and dependable. Student respects the viewpoints of others even during disagreement. Student seeks support for coping with stress. Student is always responsible for own emotions and behaviors; does not blame others. When engaging in a challenge of ideas, student’s communication is professional and focused on educational content, not on personal traits. Student expresses feelings appropriately without aggressive overtones. Student accepts constructive criticism with poise and determination for growth.

- Self care: In order to fully attend to the learning needs of others, an educator needs to maintain one’s energy level, alertness and stamina by caring for one’s physical well-being and emotional health.

  Student maintains a balanced lifestyle with adequate nutrition, exercise and sleep. Student maintains emotional health. Student manages time for appropriate self-care. Student seeks appropriate professional support if needed.

Intellectual enthusiasm and personal and professional introspection:
Student engages in a dynamic pursuit of knowledge and dissemination of ideas and information within a culture that nourishes creativity and curiosity. Student is also engaged in a lifelong commitment to authentic reflection and continual growth.

- Attendance: To be a full participant in the educational community, educators need to be intellectually engaged and physically present.
Student always arrives to class or field site early in order to set up to teach and learn. Student participates in class discussion through verbal and non-verbal communication. Student never misses class or fieldwork, and takes responsibility if she or he is going to be late or absent by contacting a peer to submit work to faculty member on time.

• **Class Preparation:** Educators need to complete work with academic rigor and take initiative to be fully prepared.

> Reading, written and other work is always done with close attention paid to high quality. Contributions extend the educational experience of the group. Work always reflects deep thinking, reflection, wide interest, and curiosity.

• **Performance and Participation:** To facilitate one’s own learning and learning of others, educators need to be aware of others’ needs and perspectives while remaining alert, actively engaged and open minded.

> Student is attentive and active in class and field site. Student draws connections between a wide range of ideas and her or his own academic work or fieldwork. Student is inquisitive, engaged, and reflective. Student takes initiative to contribute or assist. Student shares the collective space. Student neither dominates nor intimidates, nor remains invisible or silent. Student is eager and able to take on new situations, new material, new responsibilities and new frameworks of thinking. Student can accept ambiguity in the learning process. When faced with challenge, student demonstrates learning and professional growth.

**Social responsibility:**

Student engages in service and ethical behaviors in support of human dignity.

• **Collegiality:** Engaging in shared responsibility for one’s own learning and the teaching of others is required for an effective educational environment.

> Student is very interested in, and supportive of, the work of others. Student is eager to learn from others and to share own ideas as well. Disagreements between student and others are handled professionally and cordially. Student is considerate and respectful of others. Student actively engages colleagues in academic discourse and other conversations. Student initiates collaboration and welcomes collaborative efforts of others.

• **Ethical Responsibility:** Since education is a collective and collaborative enterprise, issues of ethical trust and responsibility are paramount for a productive environment.

> Principles of honesty, respect and integrity guide student’s academic work and community life. Student is always honest and respectful in dealing with others. Student is trustworthy in keeping personal and professional confidences. Student demonstrates care and concern about truth and ethics. Student’s academic integrity is evident and personal integrity is consistent.
A global community:

Student embodies an inclusive perspective grounded in mutual respect that actively seeks and embraces a diversity of voices.

- **Respect for Diversity**: In order for education to promote full participation in a democratic society as the right of all persons in that society, all forms of human difference must be affirmed and included.

Student exhibits compassion, integrity, concern, and respect for human diversity. Student seeks out opportunities to work in solidarity with, and understand perspectives of, people across a wide range of human differences including but not limited to ability/disability, race, gender, ethnicity, religion, sexual orientation, socioeconomic status, language, age and more. Student works deliberately to value pluralism and to understand issues of these human differences. Student is aware of the limits of one’s own perspective.
http://ase.tufts.edu/education/programs/teacherPrep/MATvisualArtCompetencies.asp