Part 1 - Art Education Standards

PURDUE UNIVERSITY
FORT WAYNE

School of Education

Art Education Final ST Evaluation

This tool was developed to measure each candidate's performance using the national standards from the National Art Education

Association. For the Final Evaluation, please complete Part 1, Part 2, Part 3, and the narrative.

Evaluation Information:

Date of Evaluation mm/dd/yyyy

Teacher Candidate Name

Teacher Candidate E-mail

School

Grade Level

University Supervisor Name

University Supervisor E-mail

Cooperating Teacher Name

Cooperating Teacher E-mail

Role of the person filling out evaluation

○ Cooperating Teacher

○ University Supervisor

○ Other

Purpose of this evaluation

○ Single Observation & Evaluation

○ Midterm Evaluation

○ Final Evaluation

Number of children present during observation

FOR MIDTERM ONLY: At this point in the Student Teaching Experience, I rate the Student Teacher as ...

○ On target for a successful completion of the Student Teaching Experience.

○ Developing, with some concerns.

○ Needing a Professional Improvement Plan (PIP).

Please explain your rating above.

[text box]

NAEA STANDARD I – CONTENT OF ART

TARGET	ACCEPTABLE	UNACCEPTABLE
For instruction, the candidate prepares well developed:	Candidate demonstrates:	Candidate:
• Extensive materials	• Strong studio skills	• Needs improvement in articulating instructions in a clear, concise manner.
• Previously made student & teacher examples	• Well-developed understanding of art making processes, qualities, & techniques.	• Has poor comprehension of art skills & techniques.
• Power Point Presentations ○	• Clear, concise instructions	
• Worksheets Handouts	• Good comprehension of art content. ○	○
• Art Historical motivational prompts.		
• Strong articulation of instructions.		

- Strong comprehension of art skills & techniques.

NAEA STANDARD I – CONTENT OF ART

TARGET

Candidate promotes:

- Critical inquiry through carefully selected questions that extend student understanding.

- Opportunities for students to conduct research on art topics or artists.

- Art history exploration, study, or research during "closed" school days (e.g., E-Learning, or other activities).

ACCEPTABLE

Candidate teaches students how to:

- Make meaningful interpretations of their own artwork and that of others.

- Critically evaluate works of art using both verbal & written skills.

Candidate referenced a variety of art examples:

- Real objects/artworks

- Photos of examples in textbook or digital.

- Analysis of example artworks in discussion or written work.

UNACCEPTABLE

Candidate demonstrates:

- Narrow and myopic view of art.

- Lack of understanding of aesthetic qualities and the interpretive nature of art.

- Lack of meaningful interpretations of art and artists.

NAEA STANDARD II – KNOWLEDGE OF STUDENTS AS LEARNERS

TARGET

Candidate demonstrates knowledge of:

- Artistic development as a complex, multidimensional process affected by psychological, experimental, and social factors.

ACCEPTABLE

Candidate:

- Demonstrates some understanding of artistic development.

- Creates lesson plans based on cooperating teacher's understanding of

UNACCEPTABLE

Candidate fails to individualize his/her teaching strategies based on:

- The students' unique abilities in the art classroom

- Recognizes that each student, regardless of age, progresses on an individual basis in achieving art competencies.

- Creates original well-developed lesson plans.

    ○

individualized instruction.

- Creates lesson plans that generally match the developmental and age level of the students.

    ○

- The students' developmental and age level.

    ○

NAEA STANDARD II – KNOWLEDGE OF STUDENTS AS LEARNERS

TARGET

Candidate demonstrates:

- An ability to motivate students to participate in creating art.

- The creation of the best possible learning environment.

- Inclusion of students' ideas in creating classroom rules and consequences for inappropriate behavior.

- Focuses on a positive approach to managing the classroom.

    ○

ACCEPTABLE

Candidate demonstrates his/her:

- Respect for individual differences of students, such as their backgrounds, abilities, and interests.

- Attempts to create a stable and positive learning environment.

    ○

UNACCEPTABLE

Candidate:

- Fails to maintain a respectful and positive environment in the classroom.

- Exhibits limited skills in understanding students' individual differences.

    ○

NAEA STANDARD III – UNDERSTANDING OF SOCIAL AND CULTURAL DIVERSITY

TARGET

Candidate includes multiculturalism as a strong component of his/her curriculum and individual lesson plans.

Candidate demonstrates his/her desire to:

ACCEPTABLE

Candidate demonstrates his/her understanding that:

- Individuals' identities are shaped by the social and cultural groups to which they belong.

UNACCEPTABLE

Candidate:

- Has not examined his/her own biases.

- Does not demonstrate a sense of fairness in his/her treatment of students.

- Be inclusive through the use of unbiased speech.

- Use fair and equal treatment of all students in the class, in the school, and in the community.

- Adapt lessons for ESL or IEP students.

○

- Such groups include gender, ethnicity, economic class, sexual identity, and geography, etc.

Candidate treats all of the students equally and fairly.

- Makes some adaptations for ESL or IEP students.

○

- Appears biased toward some students.

- Does not adapt lessons for ESL or IEP students.

○

NAEA STANDARD IV – TEACHING AND LEARNING

TARGET

Candidate:

- Excels in creating curricula that addresses students' abilities to respond and interpret art content.

- Explicitly encourages and nurtures students' individual approaches to artistic problems with appropriate curriculum and instruction.

- Provides support for individual student artists to achieve their highest goals (i.e. creating portfolios for university admission).

ACCEPTABLE

Candidate:

- Demonstrates a commitment to encouraging students to extend their learning.

- Considers a variety of ways to encourage students to problem-solve in their art production.

UNACCEPTABLE

Candidate:

- Fails to research art topics.

- Fails to provide a wide range of artworks as examples for approaching the art project assigned.

- Uses "cookie-cutter" model for students to emulate.

○   ○   ○

NAEA STANDARD IV – TEACHING AND LEARNING

TARGET

Candidate promotes the art program by:

- Educating others in the school, and parents through art exhibits.

- Including artist statements in art exhibits.

ACCEPTABLE

Candidate promotes student experiences in art by:

- Teaching design concepts related to presentation and exhibition.

- Presentations of the students' work so that art students learn to articulate the meaning of their art.

UNACCEPTABLE

Candidate:

- Teaching labeling, matting, framing, and/or mounting finished student artworks.

- Participation in parent conferences.

- Participation in community art events (e.g. Taste of the Arts, FAME, other events).

- Lacks understanding of the importance of having students create exhibitions or presentations of their artwork.

- Does not promote the art program.

○   ○   ○

NAEA STANDARD IV – TEACHING AND LEARNING

TARGET

Candidate demonstrates an understanding of:

ACCEPTABLE

Candidate relies on cooperating teacher's interpretation of standards in his/her instructional materials (e.g., lesson and curriculum plans).

UNACCEPTABLE

Candidate fails to use standards in his/her lesson and curriculum planning.

- State and national art education standards.

○

- Bases curriculum plans on the standards.

○

- Includes state and national standards in his/her written instructional materials.

NAEA STANDARD V – PLANNING APPROPRIATE INSTRUCTION

TARGET

Candidate uses and can speak about the efficacy of:

- Curriculum approaches based on research in visual arts education.

- Issues- or theme-based curricula.

- Inquiry-based instruction.

ACCEPTABLE

Candidate:

- Knows that students may take different paths to the understanding and creation of art.

- Is able to plan instruction that allows for these differences.

UNACCEPTABLE

Candidate lacks understanding of:

- The variety of perspectives students might hold.

- How students use knowledge from other subject areas in an integrated manner.

NAEA STANDARD V – PLANNING APPROPRIATE INSTRUCTION

TARGET

Candidate:

- Promotes student success in all subject areas.

- Understands learning as an integrated process.

- Uses positive feedback based on students' individual levels of artistic, cognitive, emotional, physical, and social development.

ACCEPTABLE

Candidate:

- Sets goals and has high expectations for all students in their art production assignments.

- Encourages collaborative learning through peer assessment/feedback

UNACCEPTABLE

Candidate fails to model high standards for:

- Students' academic success.

- Students' artistic success in the art classroom.

NAEA STANDARD VI – USE OF TECHNOLOGY

TARGET

Candidate:

- Uses current and emerging technologies as instructional and learning tools.

- Teaches art students to use technology as a cross-disciplinary learning opportunity.

○

ACCEPTABLE

Candidate:

- Creates curriculum materials that include art making in new media.

- Provides opportunities for students to document and display their artwork through the use of technology.

○

UNACCEPTABLE

Candidate:

- Fails to use current and emerging technology when appropriate.

- Relies on outmoded means of teaching.

- Lacks skills needed to teach technology to his/her students.

- Has not made the effort to learn new skills in emerging technologies.

○

NAEA STANDARD VII – ASSESSMENT OF STUDENT LEARNING

TARGET

Candidate:

- Creates and uses assessment rubrics in his/her art classroom that fairly evaluate both individual and group project assignments on the basis of group participation and contribution to the group project.

- Uses multiple methods of assessment (e.g., formal and informal, formative and summative, portfolios, journals,

ACCEPTABLE

Candidate:

- Has developed a few assessment strategies consistent with instructional goals, teaching methods, and individual student needs.

- Defers to assessment strategies as provided by the cooperating teacher.

○

UNACCEPTABLE

Candidate:

- Fails to use assessment strategies. ○

- Uses arbitrary grading methods that are inconsistent.

- Use grading methods that lack transparency.

class critiques, and

discussions.)

O

NAEA STANDARD VIII – REFLECTIVE PRACTICE

TARGET

Candidate:

- Reflects on his/her teaching practice to extend his/her knowledge and improve his/her teaching.

- Is open to new ideas for teaching.   O

- Observes and analyzes the teaching practices of others.

- Seeks and accepts qualified advice and constructive critiques of their teaching practice from arts supervisors, administrators, and colleagues.

ACCEPTABLE

Candidate:

- Is open to feedback based on others' observations.

- Connects his/her teaching strategies to student success.

O

UNACCEPTABLE

Candidate is resistant to suggestions for improvement.

O

TEACHING LITERACY IN THE ART CLASSROOM

TARGET

Candidate demonstrates and includes:

- A commitment to improving literacy skills.

- A variety of literacy activities within the art lesson plans (e.g., writing research

ACCEPTABLE

Candidate:

- Uses one or two activities for literacy skill-building in his/her instruction plans.

- Includes the use of art terms that are defined and included in assessment rubrics.

UNACCEPTABLE

Candidate fails to include ways to build literacy skills through art assignments.

O

○

papers, reading, oral presentations, and
discussions of art topics and artists).

○

PROFESSIONALISM

TARGET

Candidate is:

- Punctual.   Well groomed.   Healthy.   ○

- Prepared to teach.

- Arrives early in the morning and stays
  after school to prepare for the following
  day.

- Follows school rules and understands
  the culture of the school.

- Understands how his/her behaviors
  affect his/her cooperating teacher.

- Respectful of his/her cooperating
  teacher, other teachers, and the
  administrators in the building and
  corporation office.

ACCEPTABLE

Candidate:

- Arrives early.   ○

- Prepares for teaching in an organized
  fashion.

- Stays long after students are gone to
  prepare for the next day.

- Works after hours to grade student work
  and to prepare new projects to be
  taught.

UNACCEPTABLE

Candidate:

- Lacks self-awareness of his/her own
  habits and behaviors.

- Has difficulty getting along with others.

- Fails to comply with cooperating
  teacher's instructions.

- Fails to follow the instructions given by
  a university supervisor.

- Has unhealthy personal habits, which
  negatively affect the ability to teach.

- Is not prepared to teach.   ○

GENERAL COMMENTS:

[   ]

Part 2 - Unit-wide Assessment

You are now in Part 2. Please remember that you should complete Parts 2 and 3 for the FINAL evaluation ONLY.

Learners & Learning

The candidate regularly assesses development and learning of each student and uses that information to scaffold to next levels.

InTASC #1

CAEP 1.1

Target	Acceptable	Unacceptable
Candidate regularly assesses learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to scaffold the next level of learning.	Candidate assesses, albeit inconsistently, learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to meet learners' needs.	Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.
○	○	○

Content Knowledge

Candidate uses technology effectively to achieve content-specific learning goals.

InTASC #5

CAEP 1.5

Target
Candidate engages and involves students with different technologies to achieve specific learning goals in the content area(s). The technology tools or apps are used in such a way that students deepen their understanding of the content .
○

Acceptable
Candidate engages students technologies that are connected to the specific learning goals for the content area(s).
○

Unacceptable
Candidate emphasizes technologies that have limited utility for enriching learning in the content area(s).
○

Content Knowledge

Candidate engages students in making meaning of the content by examining it through diverse perspectives and personal responses.

InTASC #4

CAEP 1.1

Target
Candidate engages students in discovering meaning of the content by questioning and analyzing ideas from diverse

Acceptable
Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse

Unacceptable
Candidate provides content text, materials, performances, and/or labs from limited perspectives, thus restricting

perspectives in content texts, materials, performances, and/or labs. Students are challenged to connect their personal responses to other larger meanings and critical stances in the content area.

materials and opportunities for personal response.

the students' ability to engage in making meaning. Or, candidates might over-emphasize students' personal responses to the content.

Instructional Practice

Candidate uses both formative and summative assessment to document learning.

InTASC #6

CAEP 1.1

Target
Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.

Acceptable
Candidate uses both formative and summative assessments to document learning.

Unacceptable
Candidate relies significantly on one assessment method over the other. Data are used to demonstrate what students do not know or are unable to do.

Instructional Practice

The candidate selects learning experiences that reflect curriculum goals and content standards while being relevant to learners.

InTASC #7

CAEP 1.1

Target   **Acceptable**   **Unacceptable**

Candidate creates learning experiences that are meaningful to learners due to students' contextual variables and prior knowledge. The experiences also align to curriculum and content standards
○

Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content standards, yet sometimes not directly.
○

Candidate follows curriculum guides or sequence with minimal consideration to how meaningful experiences are for learners or for addressing content standards.
○

Instructional Practice

Candidate uses technology to ensure accessibility and relevance for all learners.

InTASC #8

CAEP 1.1

Target
Technology enhances the teaching and learning process in a way that is not achievable without it. Also, it is age-appropriate, matching ability levels, interests, and needs.
○

Acceptable
Technology selected is age appropriate, matching ability levels, interests, and needs.
○

Unacceptable
Technology selected is appropriate for a subset of students.
○

Professional Responsibility

The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice.

InTASC #9

CAEP 3.6

Target	**Acceptable**	**Unacceptable**
Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are analyzed and used to make a variety of adaptations/ adjustments (e.g., organizational, instructional, materials, etc.) that benefit the students.	Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are analyzed and used to make improvements to future instructional plans.	Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so. Experiences are reflected on in a holistic manner without reference to specific data. In addition, the candidate may lack links between changes made and data collected.
○	○	○

Professional Responsibility

The candidate understands laws related to learners' rights and teacher responsibilities.

InTASC #9

CAEP 3.6

Target	**Acceptable**	**Unacceptable**
Candidate understands and appropriately applies educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/ harassment/bullying.	Candidate demonstrates a firm understanding of educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.	Candidate demonstrates misunderstandings or gaps in knowledge concerning educational laws, especially confidentiality, requirements for reporting child abuse and neglect and/or discrimination/ harassment/bullying.
○	○	○

Professional Responsibility

The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media).

InTASC #9

CAEP 1.5

Target	Acceptable	Unacceptable
Candidate explicitly teaches and supports students' application of digital citizenship characteristics.When necessary, family members are notified in advance of classroom activities.	Candidate follows characteristics of digital citizenship when developing lesson plans that incorporate technology. Reminders or prompts for students are outlined. When necessary, family members are notified in advance of classroom activities.	Candidate does not acknowledge, support, or follow components of digital citizenship for self or students. Family members are not notified in advance of classroom activities when it was necessary.
◯	◯	◯

Comments on Part 2:

[   ]

Part 3 - Unit-wide Disposition

College of Education and Public Policy

Disposition Assessment

You are now in Part 3. Please remember that you should complete Parts 2 and 3 for the FINAL evaluation ONLY.

Indicator 1: DEMOCRACY & COMMUNITY: Builds a community based on belief that each **child/adolescent (c/a**) can learn to high levels.

InTASC #2

CAEP 3.3

Target

Communicates through words and actions that each c/a can learn to high levels. Communicates faith in values, strengths, and competencies of each c/a and family. Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a.

○

ACCEPTABLE

Communicates through words and actions that each c/a can learn to high levels. Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.

○

UNACCEPTABLE

Communicates through words and actions that some (not all) c/a can learn to high levels. Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.

○

Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create inclusive classroom.

InTASC # 2

CAEP 3.3

TARGET
Culturally responsive practices are evident in delivery of instruction. Works with children/adolescents to address injustices in curriculum, society, or own lives.

○

ACCEPTABLE
Creates a curriculum that demonstrates valuing diverse groups through classroom materials, activities, and assignments.

○

UNACCEPTABLE
A single perspective dominates classroom materials, activities, and assignments.

○

Indicator 3: HABITS OF MIND: Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as a teacher.

InTASC # 9

TARGET
Independently reflects on effectiveness of teaching by asking critical questions. Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning environment to grow as a professional.

○

ACCEPTABLE
Makes changes to practices in response to feedback. Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and/or teacher research.

○

UNACCEPTABLE
Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities

○

Indicator 4: HABITS OF MIND: Committed to designing meaningful, intellectually engaging curriculum.

InTASC # 7

CAEP 3.3

UNACCEPTABLE
Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate. Teaches one way to solve a problem and accepts only that method. Follows teaching manual, curriculum guides, or colleagues without evaluating potential engagement levels by c/a's.

TARGET
Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating). Ties together multiple concepts so that similarities and differences are understood by c/a.

○

ACCEPTABLE
Creates a context that is supportive in developing c/a's habits of mind. Encourages multiple pathways for solving problems. Judiciously utilizes worksheets or tests.

○

○

Indicator 5: ADVOCACY: Willingness to to collaborate to help each child learn.

InTASC # 9

CAEP 3.3

TARGET
Collaborates with family members and other teachers to create innovative solutions that support each child's/ adolescent's success.

○

ACCEPTABLE
Coordinates actions with colleagues to meet students' learning needs.

○

UNACCEPTABLE
Important educational decisions are made independently without communicating with family members or colleagues.

○

Indicator 6: ADVOCACY: Persistent in advocating for and promoting the profession.
InTASC # 10
CAEP 3.3

TARGET
Advocates for the profession by speaking or acting publically on issues facing schools, teachers, families, students, or communities.
○

ACCEPTABLE
Projects positive view of profession when communicating with others about children, adolescents, families, colleagues, or the profession.
○

UNACCEPTABLE
Initiates or adds to negativity about c/a, families, colleagues, or profession, projecting a negative view of the profession to others.
○

COMMENTS - FOR FINAL EVALUATION ONLY:

This is the most important part of the rating of the student teacher. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness to be a first-year teacher. The summary should include your recommendation of the student teacher's potential as a member of the profession. Please remember that many times candidates are required to include this as part of their job application packet.

FOR FINAL - Final Recommendation

○ Recommend for licensing

○ Recommend for licensing with reservations

○ I do not recommend for licensing

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