

CLINICAL PLACEMENT EVALUATION RUBRIC: NAEA STANDARDS/2011 InTASC STANDARDS

National Art Education Association: Professional Standards for Visual Arts

3/9/18

Use the rubric below. Please read carefully. *This rubric is intended to be developmental.* Note the intentional growth over time: beginning with limited awareness; to “emerging,” beginning understanding and attempts to apply; then “ready to teach,” application at the level of readiness to be “the teacher”; and then, “exceeds readiness,” demonstrating the understanding and behaviors of *a teacher who has been teaching for the better part of a year*, at least.

This evaluation is used with our candidates in their Methods Practicum *and* in their Student Teaching.

1 - 4 = Limited: The teacher candidate demonstrates little awareness of the expectations of the standard element.

5 - 8 = Emerging: The teacher candidate demonstrates awareness of the expectations of the standard element and is beginning to his or her understanding.

9 - 12 = Ready to Teach: The teacher candidate demonstrates understanding of the expectations of the standard and demonstrates application at the level of someone ready to take the responsibility of the teacher.

13 - 16 = Exceeds Readiness: The teacher candidate demonstrates application of standard at the level of a teacher toward the end of his or her first year of teaching.

ART EDUCATION

NAEA Standard/ 2011 InTASC Standard	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness
<p>NAEA I: Visual Arts Educators Have a Thorough Understanding of the Visual Arts</p> <p>2011 InTASC Standard #4 Content Knowledge</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Demonstrates limited studio skills. • Unaware of the cultural & historical contexts surrounding works of art. • Demonstrates little knowledge of aesthetic & artistic purposes of art. • Limited knowledge of the art world, including works of art. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Candidate’s studio skills do not inform his/her teaching. • Candidate’s knowledge of the cultural & historical contexts surrounding works of art does not inform his/her teaching. • Candidate’s knowledge of the art world does not inform his/her teaching. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Candidate’s studio skills, knowledge of aesthetic & artistic purposes of art, & knowledge of the world of art inform candidate’s teaching. • Creates learning experiences that make art expression meaningful to the students. • Creates learning experiences that lead students to see themselves as artmakers. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Reflects on his/her understanding of art & of him/herself as an artmaker. • Reflects on the efficacy of the learning experiences provided his/her students. • Uses knowledge of art & knowledge of students to adjust instruction to ensure all the students are challenged to develop as artmakers. • Continuously seeks new opportunities to strengthen are in the curriculum.

NAEA Standard/ 2011 InTASC Standard	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness
<p>NAEA II: Visual Arts educators Understand Student Characteristics, Abilities, and learning Styles</p> <p>2011 InTASC Standard #1 Learner Development</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Demonstrates little or no understanding of artistic development. • Shows little or no recognition of the stages of development in artmaking and response to art. • Demonstrates little or no awareness of the development of individuals as artmakers. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Is aware of artistic development & the knows the stages of development in artmaking, but rarely uses this knowledge to provide developmentally appropriate activities, &/or assignments. • Inconsistently uses knowledge of individual students as he or she plans & teaches. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Consistently uses understanding of artistic development & knowledge of the developmental stages of artmaking to provide developmentally appropriate artmaking activities. • Constructs learning opportunities that support individual students’ development as artmakers. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Uses & justifies use of developmentally appropriate planning & teaching to meet learning objectives. • Provides opportunities that support the “whole learner” & varying levels of learners. • Seeks better ways to understand & support the artmaking development of individual students.

NAEA Standard/ 2011 InTASC Standard	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness
<p>NAEA II: Visual Arts educators Understand Student Characteristics, Abilities, and learning Styles</p> <p>Insightfully probe and observe students and student work to understand individual differences that exist in the classroom. They respect and value the unique backgrounds, abilities, and interests of all students;</p> <p>NAEA V: Visual Arts Educators Use Knowledge of Students as Learners to Plan Appropriate Instruction</p> <p>Provide opportunities for students to work cooperatively as well as individually; Have high expectations for all students appropriate to individual levels of artistic, cognitive, emotional, moral, physical, and social development.</p> <p>2011 InTASC Standard #3 Learning Environments</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Little or no observed effort to understand students & student work to understand individual differences. • Little or no observed effort to respect & value the uniqueness of each student. • Provides limited opportunities to create a classroom environment that supports both cooperative work and individual work. • Demonstrates little or no evidence of expectations for maximizing the learning of all students. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Inconsistent efforts to understand student differences in the classroom. • Effort to respect & value the uniqueness of each student is observed. • Attempts to provide opportunities for learning that maximizes each student’s artistic, cognitive, emotional, moral, physical & social development. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Uses knowledge & understanding of student differences to provide a supportive learning environment. • Models respect & valuing of uniqueness of each student. • Consistently provides opportunities for learning that maximizes each student’s artistic, cognitive, emotional, moral, physical & social development. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Uses knowledge of students to create a supportive learning environment & continually seeks ways to maintain that support in response to the “normal” unexpected events during the day. • Student behavior reflects student teacher’s modeling of respect & valuing of the uniqueness of each student. • Explores new ways to maximize the development of each student.

NAEA Standard/ 2011 InTASC Standard	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness
<p>NAEA III: Visual Arts educators Understand diverse Social and Cultural Constructions of Identity</p> <p>2011 InTASC Standard #2 Learner Differences</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Does not acknowledge and respond to the diversity in the classroom. • Shows little or no sensitivity to differences in artistic & aesthetic response of students to works of art & the varying artistic & aesthetic philosophies & values of different cultures. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Acknowledges the diversity in the classroom. • Response to the diversity in the classroom is limited & inconsistent. • Observes, but does not act on, differences in artistic & aesthetic response of students to works of art & the varying artistic & aesthetic philosophies of the student cultures present in the classroom. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Realizes & responds to the diversity in the classroom. • Supports the differences in artistic & aesthetic responses of the students. • Recognizes and supports the various artistic & aesthetic philosophies the students. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Consistently considers the impact of the diversity in the classroom as he or she provides equitable learning opportunities for students. • Seeks to increase understanding the diversity in the classroom. • Plans, teaches, & reflects on the efficacy the teaching to maximize all students’ artmaking development.

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<p>NAEA IV: Visual Arts Educators Make Informed Selections of Art Content and Curricula</p> <p>Consider national, state, and local curriculum standards and frameworks while planning strategies for learning and teaching; Are familiar with the wide range of curriculum resources produced by museum education departments and professional publishers, and are able to make selections appropriate for their own curricular goals.</p> <p>2011 InTASC Standard #7 Planning Instruction</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Plans instruction with little or no recognition of standards or frameworks. • Demonstrates little or no awareness of curriculum resources to support student learning. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Identifies the standards (or frameworks) appropriate for use. • Instructional strategies are not aligned with the appropriate standards (or frameworks). • Curriculum resources identified for use are not aligned with the standards (or frameworks). 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Standards (or frameworks) & instructional strategies are aligned. • Standards (or frameworks) & curriculum resources chosen to support the learning process are aligned. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Continuously seeks to improve his or her knowledge & understanding of the relationship of the standards & decisions for planning, teaching, & assessment.

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<p>NAEA V: Visual Arts Educators Use Knowledge of Students as Learners to Plan Appropriate Instruction</p> <ul style="list-style-type: none"> • Develop a repertoire of teaching strategies appropriate to the needs of all students. They know that students have different cultural backgrounds and learning styles; • Know that students may take different paths to the understanding and creation of art and are able to plan instruction that allows for these differences; • Help students create, experience, and understand art relevant to their experiences and interests; <p>2011 InTASC Standard #8 Instructional Strategies</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Repertoire of teaching strategies appropriate to the needs of all students is limited. • Demonstrates little or no knowledge students learn differently. • Focuses on the learning activity, not learning experience for particular learners. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Relies on a few instructional strategies for all types of learning. • Provides limited opportunities for students to recognize art as relevant to their experiences & interests. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Understands & uses a variety of instructional strategies that meet the needs of the different learners in the class. • Plans & teaches students based on the varied needs & experiences of the students. • Helps students create, experience, & understand art relevant to their experiences & interests. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Uses & justifies use of various instructional strategies. • Adjusts instructional strategies throughout the teaching process in order to respond to individual needs & differences of the students. • Students know art reflects their experiences & interest & consequently, they initiate their artistic experience.

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<p>NAEA VI: Visual Arts Educators Use Contemporary Technology to Enhance Teaching and Learning</p> <p>2011 InTASC Standard #5 Application of Content</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Provides no opportunities for artmaking in new forms & media. • Demonstrates little or no awareness of current & emerging technologies as instructional & learning tools. • Provides no opportunities for students to document & display their artwork through use of new media. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Provides few opportunities for artmaking in new forms & media. • Identifies current & emerging technologies as instructional & learning tools & considers their use in the classroom. • Provides limited opportunities for students to document & display their artwork through use of new media. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Consistently plans opportunities for artmaking in new forms & media. • Consistently uses technologies as instructional & learning tools. • Students document & display their artwork through the use of new media as frequently as warranted. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Explores new forms & media for artmaking with students. • Uses current & emerging technologies purposefully & effectively & justifies their use. • Explores new media with which students can document & display their artwork.

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<p>NAEA VII: Visual Arts Educators Conduct Meaningful and Appropriate Assessments of Student Learning</p> <p>2011 InTASC Standard #6 Assessment</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> Shows little or no understanding of formal & informal assessment strategies. Assessment strategies, instruction, & individual student needs are not aligned. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> Is beginning to develop multiple methods of assessment. Attempts to align assessment strategies, instruction, & individual student needs. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> Over time plans for formal & informal, formative & summative methods of assessment. Uses a range of assessment strategies. Student & teacher share in assessment practice. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> Evidence is clear that assessment informs instruction. Evidence is clear students seek to improve as a result of assessment. Assessment, planning and instruction are seamless. Ensures all students have many equal opportunities to display what they know & can do in art.

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<p>NAEA XII: Visual Arts Educators Continue Their Professional Development throughout Their Careers</p> <p>NAEA VIII: Visual Arts Educators Systematically Reflect on their Own Teaching Practice</p> <p>2011 InTASC Standard #9 Professional Learning & Ethical Practice</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> Engages in little or no reflection on his or her practice. Rarely seeks out resources for professional learning. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> Limitedly engages in reflection on his or her practice. The reflection is surface with no concrete strategies to improve or to find ways to improve. Occasionally seeks resources for professional growth, usually only when prompted by someone else. Occasionally examines his or her assumptions about him or herself, their students, & the field of visual art educators. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> Routinely engages in reflection on his or her practice. Routinely seeks resources for professional growth. Routinely examines his or her assumptions about him or herself, their students, & the field of visual art educators. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> Reflection on his or her practice is ongoing. Seeks help from colleagues & other professionals in the community in order to improve his or her practice. Continuously examines his or her assumptions about him or herself, their students, & the field of visual art educators.

NAEA Standard IX: Visual Arts Educators Assess Program Effectiveness—Not Applicable to undergraduate teacher preparation

NAEA Standard/ 2011 InTASC Standard	----->			
<p>NAEA X: Visual Arts Educators Collaborate with Other Educators</p> <p>2011 InTASC Standard #10 Leadership & Collaboration</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Does not consider interdisciplinary study with art as one component. • Does not interact purposefully with other art educators. • Keeps to self as art teacher. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Begins to explore art as part of interdisciplinary study. • Begins to seek collaborative opportunities as an art educator. • Begins to interact with administrators, parents, & faculty to help them better understand the place of art in the curriculum & in society 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Identifies and includes topics & art resources in an interdisciplinary manner while maintain the integrity of each discipline. • Collaborates with other art teachers to learn pedagogical practices. • Interacts with administrators, parents, & faculty to bring about better understanding of art in the school curriculum. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Initiates ways for art to become a central part of the school curriculum. • Takes the leadership to find ways to integrate art into the curriculum while maintaining the integrity of the integrated disciplines.

Student Teaching Narrative Feedback: See the separate directions, with examples.

Music Methods Practicum, EDUC 321/22: The candidate is still developing into the teacher he or she intends to be. Your feedback is important guidance for the candidate as he or she continues to seek opportunities to grow. In the text box, please provide some narrative feedback:

- Candidate strengths
- Areas identified as particular needs for improvement