

Student Teacher _____ Semester _____

 Course (circle one) AED 540/AED 550 Supervisor _____

Cooperating Teacher _____ Subject _____

School _____ District _____

Use the following rating scale to assess the student teacher's performance in your classroom on the criteria described in the left-hand column below. These criteria are based on the NAEA-NASAD-NCATE *Standards for the Preparation of Art Educators K=12*. Numbering of standards corresponds to the NAEA professional standards. The ratings on these standards represent content-area and pedagogy expectations SUNY Oswego School of Education has for its student teachers in the Graduate Art Education Program. Additional feedback on the teacher candidate, can be provided on the final page of this form.

2 = Met The teacher candidate has demonstrated clear evidence of meeting the target criterion.

1 = Developing The teacher candidate has begun to demonstrate evidence toward meeting the target criterion, but has not yet fully met it.

0 = Not Met The teacher candidate has not demonstrated evidence of meeting the target criterion.

NAEA 2.0 Knowledge of Students as Learners.			
Visual Arts Educators Understand Student Characteristics, Abilities, and Learning Styles.			
1. Demonstrate an understanding of artistic development.	2	1	0
2. Recognize the importance of helping students learn how to make, manipulate, and modify symbols.	2	1	0
3. Recognize that stages of development in artmaking and response to art are general models and that each student progresses at an individual pace.	2	1	0
4. Insightfully probe and observe students and their work to understand individual differences that exist in the classroom. They respect and value the unique backgrounds, abilities, and interests of all students.	2	1	0
5. Know the importance of acquiring information about students' needs.	2	1	0
NAEA 3.0 Understanding of Social and Cultural Diversity.			
Visual Arts Educators Understand Diverse Social and Cultural Constructions of Identity.			
1. Understand that individuals' identities can be shaped by the social and cultural groups to which they belong.	2	1	0
2. Embrace diversity of peoples, philosophies, and cultural histories in instruction.	2	1	0
3. Are aware of and knowledgeable about their students' cultural background	2	1	0
4. Are sensitive to differences in artistic and aesthetic responses of student to works of art and varying philosophies and values.	2	1	0
NAEA 4.0 Teaching and Learning- selection of art content and curricula.			
1. Develop Curricula that address students' ability to respond and interpret art content and create meaning through artmaking.	2	1	0
2. Understand that individual approaches to artistic problems must be explicitly encouraged and nurtured through curriculum and instruction.	2	1	0
3. Promote student experiences in art by equipping students with a knowledge base.	2	1	0
4. Consider national, state, and local curriculum standards and frameworks while planning strategies for learning and teaching.	2	1	0
5. Make accessible to students the traditional, popular, and contemporary art worlds, and art from a wide range of cultures.	2	1	0

6. 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.	2	1	0
NAEA 5.0 Teaching and Learning – Knowledge of students to plan instruction			
1. Develop a repertoire of teaching strategies appropriate to needs of students.	2	1	0
2. Know students may take different paths to the understanding and creation of art.	2	1	0
3. Help students create, experience, and understand art relevant to their experiences and interests.	2	1	0
4. Provide opportunities for students to work cooperatively as well as individually.	2	1	0
5. Have high expectations for all students appropriate to individual levels of artistic, cognitive, moral, physical, and social development.	2	1	0
NAEA 6.0 Teaching and Learning – Using contemporary technology to enhance teaching and learning.			
1. Create curricula that include artmaking in new forms and media.	2	1	0
2. Create learning environments that use current and emerging technologies as instructional and learning tools.	2	1	0
3. Provide opportunities for students to document and display their artwork through the use of new media.	2	1	0
NAEA 7.0 Assessment, Evaluation, and Reflection- Conduct meaningful and appropriate assessments of student learning			
1. Develop a repertoire of assessment strategies consistent with goals, teaching methods and individual student needs.	2	1	0
2. Use multiple methods of assessment, both formal and informal, formative and summative, and a range of strategies such as portfolios, journals, class critiques, and discussions.	2	1	0
3. Practice assessment as a joint venture through which both student and teacher understanding is enhanced.	2	1	0
4. Provide opportunities for students to assess their own knowledge and skills and demonstrate an understanding of standards.	2	1	0
5. Ensure all students have many equal opportunities to display what they know and can do in art.	2	1	0
6. Provide recognition of a variety of student accomplishments and positive habits of mind.	2	1	0
7. Evaluate student progress in relation to both short and long term instructional objectives.	2	1	0
NAEA 8.0 Assessment, Evaluation, and Reflection - Art Educators Systematically Reflect on their Own Teaching Practice			
1. Reflect on teaching practice to extend knowledge, improve teaching and refine evolving philosophy of education. Recognize experience will continue to improve effectiveness.	2	1	0
2. Open to new ideas for teaching and continually seek to broaden their teaching skills.	2	1	0
3. Observe and analyze teaching practices of others, seek and accept qualified advice and constructive critiques from supervisors, administrators and colleagues.	2	1	0
4. Evaluate the effectiveness of instruction and students.	2	1	0
5. Search for patterns of student accomplishment and behavior in classrooms that reflect on the impact of teaching.	2	1	0
NAEA 9.0 Assessment, Evaluation, and Reflection - Art Educators Assess Program Effectiveness			
1. Formulate questions that address the effectiveness of art programs with regard to program, school district and cross district goals.	2	1	0
2. Know the importance of reporting results of assessments in appropriate ways to students, families, administrators and the public.	2	1	0
NAEA 10.0 Collaboration, Professional Engagement and Leadership Art Educators Collaborate with other Educators			
1. Identify topics and art resources that can be pursued in an interdisciplinary manner	2	1	0
2. Seek to focus pedagogical practices and instructional program of other educators to collaborate and form interdisciplinary connections to make art articulated and central to the school curriculum,	2	1	0

3. Work to break down stereotypes about art and learning that may exist among administrators, parents, and faculty in other subject areas.	2	1	0
<i>NAEA 11.0 Collaboration, Professional Engagement and Leadership Art Educators Serve their Schools and Communities</i>			
1. Are involved and contributing members to the school community.	2	1	0
2. Provide leadership for administrators, decision makers, policy makers and other stakeholders about the value of the visual arts in a comprehensive program.	2	1	0
3. Are willing to work with colleagues to improve and evaluate professional development and practice.	2	1	0
4. Take student art into the community.	2	1	0
5. Work with colleagues in the school to foster a professional culture.	2	1	0
6. Regularly attend art shows in other schools, districts, colleges, arts organizations and museums.	2	1	0
<i>NAEA 12.0 Collaboration, Profession Engagement and Leadership Art Educators Continue their Professional Development throughout their Careers.</i>			
1. Participate in seminars, workshops, and conferences and encourage colleagues to do the same.	2	1	0
2. Understand the history of the profession and current philosophical foundations	2	1	0
3. Continually examine assumptions about self, students and the field.	2	1	0
4. Clearly articulate their teaching philosophies and the unique way art learning can contribute to cognitive, emotional, moral and social growth.	2	1	0
5. Maintain a professional resume and teaching portfolio.	2	1	0
6. Remain aware of current research in the field.	2	1	0
<i>NAEA 13.0 Collaboration, Professional Engagement, and Leadership Art Educators Contribute to the Growth of Their Profession</i>			
1. Are active members of associations, museum and organizations connected to their profession.	2	1	0
2. Continue to develop the capacity to be leaders in various educational and professional roles.	2	1	0
3. Understand the importance of making presentations at professional, school, parent, and community meetings.	2	1	0
4. Serve as peer coaches or mentors to student teachers, new teachers or other colleagues.	2	1	0

Professional Dispositions

Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego.

<u>Commitment to Authentic Learning and Teaching</u> Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for all students to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.	2	1	0
<u>Critical Reflection</u> Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from others to improve their own practice.	2	1	0
<u>Integrity</u> Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of all students and others in the learning community.	2	1	0
<u>Collaboration</u> Educators listen, communicate, and work effectively with others from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.	2	1	0
<u>Advocacy.</u> Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that all students can learn authentically at high levels in socially just schools.	2	1	0
<u>Socially-Conscious Responsibility</u> Educators hold themselves accountable for authentic learning by all students; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for all students and others in the learning community.	2	1	0
<u>Socially-Conscious Respect.</u> Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand others and believe all students can learn authentically at high levels.	2	1	0

Comments about strengths:

Comments about target areas for growth and/or improvement:

Cooperating Teacher's Signature: _____
Student Teacher's Signature: _____
Supervisor's Signature: _____

Date _____
Date _____
Date _____