

Indiana University of Pennsylvania
ART EDUCATION

Teacher Education: Evaluation of Student Teaching

Student's Name _____ Banner ID # _____ Date _____

School District _____ School Building _____

Check Appropriate Blocks: 1st Experience 2nd Experience Midterm Final

Please evaluate each performance indicator listed below.

Superior (SU) ----- Beyond what is expected at this point in the program

Satisfactory (S)-----As expected at this point in the program

Needs Improvement (NI)-----Less than expected at this point in the program

NOTA----- No Opportunity To Assess

A. Content Knowledge – The Student Teacher will.....

I. Studio		SU	S	NI	NOTA
A. Applies appropriate art elements and principles in lessons to help students to produce art in a variety of media and processes.	A				
B. Uses appropriate art vocabulary in both written and verbal instruction in the art classroom.	B				
C. Uses art materials and tools in a safe and responsible manner in the art classroom.	C				
D. Is able to effectively teach a variety of media and processes, both two-dimensional and three-dimensional, to a body of diverse learners.	D				
II. Historical/Cultural Context		SU	S	NI	NOTA
A. Relates works of art to historical/cultural, chronological, and stylistic contexts in age appropriate ways for the learners.	A				
B. Utilizes art history vocabulary and concepts accurately.	B				
C. Frequently incorporates significant and appropriate art historical examples related to the specific media in studio lesson motivations.	C				
D. Encourages learners to analyze and relate to artistic ideas/themes as conveyed through visual art as personal avenues of expression.	D				
E. Guides student learners in linking concepts of art history to learners' own life experiences.	E				
F. Assists learners in appreciating/learning about artists, art careers, and art styles past and present.	F				
III. Critical Response		SU	S	NI	NOTA
A. Provides opportunities for learners to analyze and discuss (orally and in writing) their own and other's art work.	A				
B. Encourages and validates the learner's personal interpretations of their own and other's artwork.	B				

C. Guides learners to think critically and provide reasons for the judgments they make in reference to art work.	C				
IV. Aesthetic Response					
		SU	S	NI	NOTA
A. Guides and enables learners to formulate, analyze, and synthesize questions about art issues.	A				
B. Creates and fosters a climate where aesthetic issues are raised and explored within the art classroom.	B				

B. Performances Expected

I. Manage the Instructional Environment					
		SU	S	NI	NOTA
A. Effectively communicating ideas/instruction through well designed bulletin boards, visual aids in presentation and demonstration, exhibitions of student work, etc.	A				
B. Establishing a psychological climate where learners are encouraged to question, think critically, explore personal expression through visual art, and engage in creative exploration with art media.	B				
II. Planning of Instruction					
		SU	S	NI	NOTA
A. Demonstrate an ability to write art lesson plans/art curricular units relevant to the learners' community and based on PA standards.	A				
B. Plan challenging lessons which provide individual choice and result in creative solutions.	B				
C. Effectively motivate students to engage in art experiences that address the content of art in developmentally appropriate activities.	C				
D. Design appropriate strategies and criteria for evaluating student artwork and assessing student learning.	D				
E. Select, analyze, and modify instructional materials for the art classroom which meet the needs of diverse learners.	E				
F. Demonstrate the ability to work collegially within the school community and integrate art with other disciplines (where appropriate).	F				
III. Professional Expectations/Demeanor/Attitude					
		SU	S	NI	NOTA
A. Demonstrate skill in interpersonal relationships with faculty, staff, administrators, and parents.	A				
B. Adapt satisfactory to the community environment by demonstrating that he/she is responsible in meeting the expectations of the particular teaching context of the specific school placement.	B				
C. Attend professional meetings, conferences, in-service workshops, educational presentations/speakers as deemed appropriate by the cooperating teacher/supervisor.	C				
D. Demonstrate sensitivity toward all students and fosters an atmosphere of mutual respect in a serious learning climate within the art classroom.	D				