

## Art Education Part II Student Teaching Rubric

### CONTENT KNOWLEDGE

STUDIO	4 - Exceeds	3 - Acceptable-High	2 - Acceptable-Low	1 - Unacceptable
Applies appropriate art elements and principles in lessons to help students to produce art in a variety of media and processes. NCATE 1a	Applies numerous appropriate art elements and principles in lessons to help students to produce art in a wide variety of media and processes.	Applies some appropriate art elements and principles in lessons to help students to produce art in a variety of media and processes.	Applies a few appropriate art elements and principles in lessons to help students to produce art in a few media and processes.	Applies minimal, if any, appropriate art elements and principles in lessons to help students to produce art in a limited amount of media and processes.
Uses appropriate art vocabulary in both written and verbal instruction in the art classroom. NCATE 1a	Uses a wide variety of appropriate art vocabulary in both written and verbal instruction in the art classroom.	Uses appropriate art vocabulary in both written and verbal instruction in the art classroom.	Uses some appropriate art vocabulary in both written and verbal instruction in the art classroom.	Uses very little, if any, appropriate art vocabulary in both written and verbal instruction in the art classroom.
Uses art materials and tools in a safe and responsible manner in the art classroom. NCATE 6e	Consistently uses art materials and tools in a safe and responsible manner in the art classroom	Generally uses art materials and tools in a safe and responsible manner in the art classroom	Occasionally uses art materials and tools in a safe and responsible manner in the art classroom	Rarely uses art materials and tools in a safe and responsible manner in the art classroom
Is able to effectively teach a variety of media and processes, both two-dimensional and three-dimensional, to a body of diverse learners. NCATE 4a	Is always able to effectively teach a wide variety of media and processes, both two-dimensional and three-dimensional, to a body of diverse learners.	Is usually able to effectively teach a variety of media and processes, both two-dimensional and three-dimensional, to a body of diverse learners.	Is sometimes able to effectively teach a variety of media and processes, both two-dimensional and three-dimensional, to a body of diverse learners.	Is rarely able to effectively teach a variety of media and processes, both two-dimensional and three-dimensional, to a body of diverse learners.

HISTORICAL/CULTURAL CONTEXT	4 - Exceeds	3 - Acceptable-High	2 - Acceptable-Low	1 - Unacceptable
Relates works of art to historical/cultural, chronological, and stylistic contexts in age appropriate ways for the learners. NCATE 1a	Consistently relates works of art to historical/cultural, chronological, and stylistic contexts in age appropriate ways for the learners.	Relates works of art to historical/cultural, chronological, and stylistic contexts in age appropriate ways for the learners.	Sometimes relates works of art to historical/cultural, chronological, and stylistic contexts in age appropriate ways for the learners.	Rarely, if ever, relates works of art to historical/cultural, chronological, and stylistic contexts in age appropriate ways for the learners.
Utilizes art history vocabulary and concepts accurately. NCATE 1a	Always utilizes art history vocabulary and concepts accurately.	Utilizes art history vocabulary and concepts accurately.	Occasionally utilizes art history vocabulary and concepts accurately.	Rarely, if ever, utilizes art history vocabulary and concepts accurately.
Frequently incorporates significant and appropriate art historical examples related to the specific media in studio lesson motivations. NCATE 1a	Frequently incorporates significant and appropriate art historical examples related to the specific media in studio lesson motivations.	Incorporates significant and appropriate art historical examples related to the specific media in studio lesson motivations.	Occasionally incorporates significant and appropriate art historical examples related to the specific media in studio lesson motivations.	Rarely, if ever, incorporates significant and appropriate art historical examples related to the specific media in studio lesson motivations.

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Encourages learners to analyze and relate to artistic ideas/themes as conveyed through visual art as personal avenues of expression. NCATE 1a	Consistently encourages learners to analyze and relate to artistic ideas/themes as conveyed through visual art as personal avenues of expression.	Encourages learners to analyze and relate to artistic ideas/themes as conveyed through visual art as personal avenues of expression.	Sometimes encourages learners to analyze and relate to artistic ideas/themes as conveyed through visual art as personal avenues of expression.	Fails to encourage learners to analyze and relate to artistic ideas/themes as conveyed through visual art as personal avenues of expression.
Guides student learners in linking concepts of art history to learners' own life experiences. NCATE 1f	Always guides student learners in linking concepts of art history to learners' own life experiences.	Guides student learners in linking concepts of art history to learners' own life experiences.	Occasionally guides student learners in linking concepts of art history to learners' own life experiences.	Rarely, if ever, guides student learners in linking concepts of art history to learners' own life experiences.
Assists learners in appreciating/learning about artists, art careers, and art styles past and present. NCATE 1a	Consistently assists learners in appreciating/learning about artists, art careers, and art styles past and present.	Assists learners in appreciating/learning about artists, art careers, and art styles past and present.	Sometimes assists learners in appreciating/learning about artists, art careers, and art styles past and present.	Fails to assist learners in appreciating/learning about artists, art careers, and art styles past and present.

III. CRITICAL RESPONSE	4 - Exceeds	3 - Acceptable-High	2 - Acceptable-Low	1 - Unacceptable
Provides opportunities for learners to analyze and discuss (orally and in writing) their own and other's art work. NCATE 2a	Provides numerous opportunities for learners to analyze and discuss (orally and in writing) their own and other's art work.	Provides opportunities for learners to analyze and discuss (orally and in writing) their own and other's art work.	Provides occasional opportunities for learners to analyze and discuss (orally and in writing) their own and other's art work.	Provides few, if any, opportunities for learners to analyze and discuss (orally and in writing) their own and other's art work.
Encourages and validates the learner's personal interpretations of their own and other's art work. NCATE 1b	Consistently encourages and validates the learner's personal interpretations of their own and other's art work.	Encourages and validates the learner's personal interpretations of their own and other's art work.	Sometimes encourages and validates the learner's personal interpretations of their own and other's art work.	Rarely, if ever, encourages and validates the learner's personal interpretations of their own and other's art work.
Guides learners to think critically and provide reasons for the judgments they make in reference to art work. NCATE 1d	Always guides learners to think critically and provide reasons for the judgments they make in reference to art work.	Guides learners to think critically and provide reasons for the judgments they make in reference to art work.	Occasionally guides learners to think critically and provide reasons for the judgments they make in reference to art work.	Fails to guide learners to think critically and provide reasons for the judgments they make in reference to art work.

IV. AESTHETIC RESPONSE	4 - Exceeds	3 - Acceptable-High	2 - Acceptable-Low	1 - Unacceptable
Guides and enables learners to formulate, analyze, and synthesize questions about art issues. NCATE 1c	Consistently guides and enables learners to formulate, analyze, and synthesize questions about art issues.	Guides and enables learners to formulate, analyze, and synthesize questions about art issues.	Sometimes guides and enables learners to formulate, analyze, and synthesize questions about art issues.	Rarely guides and enables learners to formulate, analyze, and synthesize questions about art issues.

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Creates and fosters a climate where aesthetic issues are raised and explored within the art classroom. NCATE 1b	Always creates and fosters a climate where aesthetic issues are raised and explored within the art classroom.	Generally creates and fosters a climate where aesthetic issues are raised and explored within the art classroom.	Occasionally creates and fosters a climate where aesthetic issues are raised and explored within the art classroom.	Fails to create and foster a climate where aesthetic issues are raised and explored within the art classroom.
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### PERFORMANCE EXPECTED

I. MANAGE THE INSTRUCTIONAL ENVIRONMENT	4 - Exceeds	3 - Acceptable-High	2 - Acceptable-Low	1 - Unacceptable
Effectively communicating ideas/instruction through well designed bulletin boards, visual aids in presentation and demonstrations, exhibitions of student work, etc. NCATE 1a	Effectively communicating ideas/instruction through numerous well designed bulletin boards, visual aids in presentation and demonstrations, exhibitions of student work, etc	Effectively communicating ideas/instruction through a few well designed bulletin boards, visual aids in presentation and demonstrations, exhibitions of student work, etc	Effectively communicating ideas/instruction through one or two well designed bulletin boards, visual aids in presentation and demonstrations, exhibitions of student work, etc	Does not effectively communicate ideas/instruction through well designed bulletin boards, visual aids in presentation and demonstrations, exhibitions of student work, etc
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. NCATE 1c	Consistently establishes 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.	Generally establishes 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.	Occasionally establishes 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.	Fails to establish 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.

II. PLANNING OF INSTRUCTION	4 - Exceeds	3 - Acceptable-High	2 - Acceptable-Low	1 - Unacceptable
Demonstrate an ability to write art lesson plans/art curricular units relevant to the learners' community and based on PA standards. NCATE 2b	Demonstrate an ability to write numerous art lesson plans/art curricular units relevant to the learners' community and based on PA standards.	Demonstrate an ability to write a few art lesson plans/art curricular units relevant to the learners' community and based on PA standards.	Demonstrate an ability to write one or two art lesson plans/art curricular units relevant to the learners' community and based on PA standards.	Does not demonstrate an ability to write art lesson plans/art curricular units relevant to the learners' community and based on PA standards.
Plan challenging lessons which provide individual choice and result in creative solutions. NCATE 2c	Plan a wide variety of challenging lessons which provide individual choice and result in creative solutions.	Plan a few challenging lessons which provide individual choice and result in creative solutions.	Plan one or two challenging lessons which provide individual choice and result in creative solutions.	Does not plan challenging lessons which provide individual choice and result in creative solutions.
Effectively motivate students to engage in art experiences that address the content of art in developmentally-appropriate activities. NCATE 3c	Effectively motivate students to engage in numerous art experiences that address the content of art in developmentally-appropriate activities.	Effectively motivate students to engage in some art experiences that address the content of art in developmentally-appropriate activities.	Effectively motivate students to engage in one or two art experiences that address the content of art in developmentally-appropriate activities.	Does not effectively motivate students to engage in art experiences that address the content of art in developmentally-appropriate activities.

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Design appropriate strategies and criteria for evaluating student art work and assessing student learning. NCATE 2a	Consistently design appropriate strategies and criteria for evaluating student art work and assessing student learning.	Usually design appropriate strategies and criteria for evaluating student art work and assessing student learning.	Occasionally design appropriate strategies and criteria for evaluating student art work and assessing student learning.	Does not design appropriate strategies and criteria for evaluating student art work and assessing student learning.
Select, analyze, and modify instructional materials for the art classroom which meet the needs of diverse learners. NCATE 4a	Select, analyze, and modify a wide variety of instructional materials for the art classroom which meet the needs of diverse learners.	Select, analyze, and modify some instructional materials for the art classroom which meet the needs of diverse learners.	Select, analyze, and modify one or two instructional materials for the art classroom which meet the needs of diverse learners.	Fails to select, analyze, and modify instructional materials for the art classroom which meet the needs of diverse learners.
Demonstrate the ability to work collegially within the school community and integrate art with other disciplines (where appropriate). NCATE 3a	Demonstrate the ability to consistently work collegially within the school community and integrate art with other disciplines (where appropriate).	Demonstrate the ability to generally work collegially within the school community and integrate art with other disciplines (where appropriate).	Demonstrate the ability to occasionally work collegially within the school community and integrate art with other disciplines (where appropriate).	Does not demonstrate the ability to work collegially within the school community and integrate art with other disciplines (where appropriate).

III. PROFESSIONAL EXPECTATIONS/DEMEANOR/ATTITUDE	4 - Exceeds	3 - Acceptable-High	2 - Acceptable-Low	1 - Unacceptable
Demonstrate skill in interpersonal relationships with faculty, staff, administrators, and parents. NCATE 1g	Demonstrate exceptional skill in interpersonal relationships with faculty, staff, administrators, and parents.	Demonstrate general skill in interpersonal relationships with faculty, staff, administrators, and parents.	Demonstrate some skill in interpersonal relationships with faculty, staff, administrators, and parents.	Demonstrates no skill in interpersonal relationships with faculty, staff, administrators, and parents.
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. NCATE 1g	Adapt satisfactory to the community environment by consistently demonstrating that he/she is responsible in meeting the expectations of the particular teaching context of the specific school placement.	Adapt satisfactory to the community environment by generally demonstrating that he/she is responsible in meeting the expectations of the particular teaching context of the specific school placement.	Adapt satisfactory to the community environment by occasionally demonstrating that he/she is responsible in meeting the expectations of the particular teaching context of the specific school placement.	Does not adapt 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.
Attend professional meetings, conferences, in-service workshops, educational presentations/speakers as deemed appropriate by the cooperating teacher/supervisor. NCATE 1g	Attend numerous professional meetings, conferences, in-service workshops, educational presentations/speakers as deemed appropriate by the cooperating teacher/supervisor.	Attend a few professional meetings, conferences, in-service workshops, educational presentations/speakers as deemed appropriate by the cooperating teacher/supervisor.	Attend the occasional professional meetings, conferences, in-service workshops, educational presentations/speakers as deemed appropriate by the cooperating teacher/supervisor.	Attend no professional meetings, conferences, in-service workshops, educational presentations/speakers as deemed appropriate by the cooperating teacher/supervisor.

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Demonstrate sensitivity toward all students and fosters an atmosphere of mutual respect in a serious learning climate within the art classroom. NCATE 1g	Demonstrate a great deal of sensitivity toward all students and fosters an atmosphere of mutual respect in a serious learning climate within the art classroom.	Demonstrate some sensitivity toward all students and fosters an atmosphere of mutual respect in a serious learning climate within the art classroom.	Demonstrate a modicum of sensitivity toward all students and fosters an atmosphere of mutual respect in a serious learning climate within the art classroom.	Demonstrate no sensitivity toward all students and fosters an atmosphere of mutual respect in a serious learning climate within the art classroom.
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