Student Teaching Rubric Part 2 (Art Education Rubric)

by IUP Admin2

Student Teaching Rubric Part 2 (Art Education Rubric)

Student Teaching Rubric Part 2 (Art Education Studio)

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
Applies appropriate art elements and principles in lessons to help students to produce art in a variety of media and processes. NCTE-2012.1.1	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. NCTE-2012.1.1	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 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. NCTE-2012.6.2	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-	Is always able to effectively teach a wide variety of media and processes, both two-dimensional and three-dimensional,	Is usually able to effectively teach a variety of media and processes, both two-dimensional and three-dimensional,	Is sometimes able to effectively teach a variety of media and processes, both two-dimensional and three-dimensional,	Is rarely able to effectively teach a variety of media and processes, both two-dimensional and three-dimensional,	

dimensional and three-dimensional, to a body of diverse learners. NCTE-2012.4.1	to a body of diverse learners.	to a body of diverse learners.	to a body of diverse learners.	to a body of diverse learners.	

Student Teaching Rubric Part 2 (Art Education Historical/Cultural Context)

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
Relates works of art to historical/cultu chronological, and stylistic contexts in age appropriate ways for the learners. (1.000, 16.7%)	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. (1.000, 16.7%)	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. (1.000, 16.7%)	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.	
Encourages learners to analyze and relate to	Consistently encourages learners to analyze and relate to artistic ideas/themes as	Encourages learners to analyze and relate to artistic ideas/themes as conveyed through visual	Sometimes encourages learners to analyze and relate to artistic ideas/themes as	Fails to encourage learners to analyze and relate to artistic ideas/themes as	

artistic ideas/themes as conveyed through visual art as personal avenues of expression. (1.000, 16.7%)	conveyed through visual art as personal avenues of expression.	art as personal avenues of expression.	conveyed through visual art as personal avenues of expression.	conveyed through visual art as personal avenues of expression.	
Guides student learners in linking concepts of art history to learners' own life experiences. (1.000, 16.7%)	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/lea about artists, art careers, and art styles past and present. (1.000, 16.7%)	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.	

Student Teaching Rubric Part 2 (Art Education Critical Response)

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
Provides opportunities for learners to analyze and discuss (orally and in writing) their own and other's art work. (1.000, 33.3%)	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	Consistently encourages and validates the learner's	Encourages and validates the learner's personal	Sometimes encourages and validates the learner's	Rarely, if ever, encourages and validates	

the learner's personal interpretations of their own and other's art work. (1.000, 33.3%)	personal interpretations of their own and other's art work.	interpretations of their own and other's art work.	personal interpretations of their own and other's art work.	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. (1.000, 33.3%)	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.	

Student Teaching Rubric Part 2 (Art Education Aesthetic Response)

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
Guides and enables learners to formulate, analyze, and synthesize questions about art issues. (1.000, 50.0%)	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.	
Creates and fosters a climate where aesthetic issues are raised and explored within the art classroom. (1.000, 50.0%)	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.	

Student Teaching Rubric Part 2 (Art Education Manage Instructional Environment)

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
Effectively communicating ideas/instructio through well designed bulletin boards, visual aids in presentation and demonstrations exhibitions of student work, etc. (1.000, 50.0%)	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. (1.000, 50.0%)	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.	

Student Teaching Rubric Part 2 (Art Education Planning of Instruction)

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
Demonstrate an ability to write art lesson plans/art curricular	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.	

units relevant to the learners' community and based on PA standards. (1.000, 16.7%)					
Plan challenging lessons which provide individual choice and result in creative solutions. (1.000, 16.7%)	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 developmentall appropriate activities. (1.000, 16.7%)	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.	
Design appropriate strategies and criteria for evaluating student art work and assessing student learning. (1.000, 16.7%)	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	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.	

which meet the needs of diverse learners. (1.000, 16.7%)					
Demonstrate the ability to work collegially within the school community and integrate art with other disciplines (where appropriate). (1.000, 16.7%)	Demonstrate the ability to consistently work collegiality within the school community and integrate art with other disciplines (where appropriate).	Demonstrate the ability to generally work collegiality within the school community and integrate art with other disciplines (where appropriate).	Demonstrate the ability to occasionally work collegiality within the school community and integrate art with other disciplines (where appropriate).	Does not demonstrate the ability to work collegiality within the school community and integrate art with other disciplines (where appropriate).	

Student Teaching Rubric Part 2 (Art Education Professional Expectations/Demeanor/Attitude)

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
Demonstrate skill in interpersonal relationships with faculty, staff, administrators, and parents. (1.000, 25.0%)	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	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.	

context of the specific school placement. (1.000, 25.0%)					
Attend professional meetings, conferences, in-service workshops, educational presentations/s as deemed appropriate by the cooperating teacher/supervi (1.000, 25.0%)	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.	
Demonstrate sensitivity toward all students and fosters an atmosphere of mutual respect in a serious learning climate within the art classroom. (1.000, 25.0%)	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.	

Standards

NCTE-2012.1 STANDARD: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

NCTE-2012.1.1 Element: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

NCTE-2012.1.2 Element: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

NCTE-2012.2 STANDARD: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

NCTE-2012.2.1 Element: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

NCTE-2012.2.2 Element: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

NCTE-2012.2.3 Element: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

NCTE-2012.3 STANDARD: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

NCTE-2012.3.1 Element: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards- based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

NCTE-2012.3.2 Element: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

NCTE-2012.3.3 Element: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

NCTE-2012.3.4 Element: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

NCTE-2012.3.5 Element: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

NCTE-2012.3.6 Element: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

NCTE-2012.4 STANDARD: Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

NCTE-2012.4.1 Element: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards- based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

NCTE-2012.4.2 Element: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

NCTE-2012.4.3 Element: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

NCTE-2012.4.4 Element: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

NCTE-2012.5 STANDARD: Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

NCTE-2012.5.1 Element: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

NCTE-2012.5.2 Element: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

NCTE-2012.5.3 Element: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

NCTE-2012.5.4 Element: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

NCTE-2012.6 STANDARD: Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to

learn in English Language Arts.

NCTE-2012.6.1 Element: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

NCTE-2012.6.2 Element: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

NCTE-2012.7 STANDARD: Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

NCTE-2012.7.1 Element: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

NCTE-2012.7.2 Element: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

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