

# Profile of Student Teaching Performance:

## *Reference Guide*

### *for Observing and Assessing Student Teachers*

#### *Art PK-12 Licensure*



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Culturally Responsive Practice Indicator Questions Revised June 2024

**Cory Blanton, Rockingham County Public Schools**  
**Sharon Blatz, James Madison University**  
**Jennie Carr, Bridgewater College**  
**Hilary Campbell, James Madison University**  
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**Jessica Lewellen, James Madison University**  
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**Susan Sites, James Madison University**  
**Emily Stewart, James Madison University**  
**2023-24 Clinical Faculty Refresher Workshop  
Participants**



Dear Student Teacher, Cooperating Teacher, and University Consultant:

This document serves as a reference guide for student teachers, cooperating teachers, and university consultants involved in observing and assessing the performance of EMU student teachers. It should be used when completing the Formative Observation of Student Teaching form and the Assessment of Student Teaching form (both mid-block and final). It has been carefully coordinated and cross-referenced with the six program outcomes delineated in Eastern Mennonite University's conceptual framework. A summary of the framework is contained in the *Student Teaching Handbook*, and a copy of the cross-reference matrix is available upon request. The assessment and reference guide has also been developed using research-based guidelines by subject experts. It incorporates all 10 InTASC standards and all seven Virginia Teaching Performance Standards, as well as subject-specific standards and guidelines, and encourages a performance-based process for supporting the professional growth of pre-service teachers *over time*.

When using this reference guide for *observing* student teachers, the guidelines should typically be interpreted in terms of *discrete* instructional activities (the single lesson, project, or other activity being observed). Depending upon the activity being observed, it may not be appropriate to address all competencies on the observation form each time. Feedback should focus on narrative comments and suggestions to encourage reflection and assist the student teacher in his/her journey toward professional competence as a beginning teacher. *The anchors for each competency should be used only to help focus the nature of this feedback; student teaching performance should not be "rated" during an observation.*

When this reference guide is used for mid-block and final *performance assessment*, the guidelines should be interpreted more broadly in terms of instructional activities *over time*. Although narrative comments should still focus on providing feedback for continuing professional growth as a pre-service teacher, *anchors should also be used at this time to assign a rating for all competencies*. If a student teacher's performance cannot be fully described by an anchor level's indicator, then you should not choose that level. Narrative comments should always accompany any rating when needed to explain the rationale for the rating.

**Please Note:** The top score is Exceeds Expectations (EE) and is an appropriate rating for a competent in-service teacher. In unusual situations, a highly competent student might earn this rating. By drawing the continuum of behaviors into the realm of excellence, it allows candidates to see that their professional skills will and should continue to evolve as they journey into their careers.

*This evaluation cannot be shared with anyone outside of the university without the written consent of the student teacher.*

We hope that this process for assessing the performance of student teachers will be helpful to all participants – student teachers, cooperating teachers, and university consultants alike. As always, we welcome your comments and suggestions for further improving the preparation of Eastern Mennonite University's teachers.

Sincerely,  
Ron Shultz, Coordinator of Field Placement  
EMU Education Department

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## Reference Guide

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Student Teachers*

*Art  
PK-12 Licensure*

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### Culturally Responsive Practice Indicator Questions Revised June 2024

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**A. PROFESSIONAL KNOWLEDGE** The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

		<b>A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n</b>
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
M	E	<b>AND...</b> explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		<b>AND...</b> clearly demonstrates and explains the appropriate sequencing of the content standards.

**Questions for Reflection:**

Does the art education student teacher

1. Address art SOLs in the lesson plan?
2. Effectively match artists, works, skills, and techniques to the selected SOLs?
3. Demonstrate an understanding of appropriate/relevant content standards, including: aesthetics, art criticism, art history, art production, and visual culture?
4. Articulate a rationale for the sequencing of lessons and appropriate art learning?
5. Develop short- and long-term art instructional units as components of a comprehensive, cumulative, and sequential art curriculum?

		<b>A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g</b>
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
M	E	<b>AND...</b> uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		<b>AND...</b> uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

**Questions for Reflection:**

Does the art education student teacher

1. Clearly identify objectives of the lesson appropriately drawn from the SOLs?
2. Correlate questions, vocabulary, activities, challenges, and assessments tied to the selected lesson objectives and theme?
3. Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity?
4. Demonstrate knowledge about the use of traditional and new practices and technologies within the visual arts and art education?
5. Draw from traditional, popular, and contemporary artworks and ideas?
6. Recognize the critical interrelationship between historical, contemporary, traditional, folk, popular, and other cultures and genres in the study of art?
7. Clearly identify the art procedures and processes to be taught/demonstrated?
8. Draw upon appropriate resources tied to the lesson objectives and themes for remediation and extension?

		<b>A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d</b>
DN		references content to <b>NEITHER</b> the students' past and future learning experiences <b>NOR</b> related subject areas.
DE		references content to <b>EITHER</b> the students' past and future learning experiences <b>OR</b> related subject areas.
M	E	references content to <b>BOTH</b> the students' past and future learning experiences <b>AND</b> related subject areas;
EE		<b>AND...</b> references content to real world experiences and applications.

**Questions for Reflection:**

Does the art education student teacher

1. Demonstrate an understanding of the appropriate development level of learners in relation to selected art learning?
2. Develop lesson plans based on the diverse learners in the class, their prior learning, and/or pre-instructional assessment data?
3. Develop content and hands-on learning to make authentic, real-life connections between art and other subjects?
4. Appropriately link contemporary and historical information, images, and artifacts with the visual culture of the student population taught?
5. Identify issues, develop challenges, and draw from resources that are consistent with the academic and personal interests, backgrounds, and needs of students?

		<b>A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q</b>
DN		presents content without acknowledgement of alternative disciplinary perspectives.
DE		purposefully presents content that acknowledges alternative disciplinary perspectives;
M	E	<b>AND...</b> identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE		<b>AND...</b> facilitates learners' critical analyses of the multiple perspectives in the discipline.

**Questions for Reflection:**

Does the art education student teacher

1. Articulate their own potential bias?
2. Identify potential bias when selecting content?
3. Address bias in materials and methods in the areas of culture, religion, socio-economic status, etc.?
4. Access current standards of learning and ensure alignment?
5. Incorporate diverse art forms as valuable content?

**B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

		<b>B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k</b>
DN		sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE		sets acceptable and appropriate learning outcomes and achievement goals for student learning;
M	E	<b>AND...</b> sets measurable learning outcomes and achievement goals for student learning <b>AND</b> states these clearly on the lesson plan;
EE		<b>AND...</b> matches learning outcomes and achievement goals to classroom assessments.

**Questions for Reflections:**

Does the art education student teacher

1. Plan assessment strategies of art learning objectives as an integral part of the lesson plan?
2. Align assessments with the learning objectives of the lesson?
3. Create age-appropriate assessments and rubric statements tying student evidence and behavior to levels of achievement along a continuum to mastery of a standard?
4. Make known to the students the goals of the lesson and assessments strategies?

		<b>B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k</b>
DN		uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE		uses appropriate formal and informal assessments that are linked to learning outcomes;
M	E	<b>AND...</b> can articulate ways formal and informal assessments should impact future learning activities;
EE		<b>AND...</b> has strategies to provide students with effective, descriptive feedback to guide their progress.

**Questions for Reflection:**

Does the art education student teacher

1. Demonstrate a repertoire of art assessment strategies consistent with instructional goals, teaching methods, and student needs?
2. Use a range of formal (prescribed) and informal (casual) assessments that are both formative and summative?
3. Plan for assessment sufficient to provide information about the extent to which learning objectives have been met?
4. Assess higher-order thinking, creative and innovative solutions, and problem solving as well as discrete skills, knowledge, and understanding?
5. Give students feedback in regards to assessments and progress toward learning outcomes?

		<b>B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7i</b>
DN		makes few or no attempts to determine student comprehension <b>AND</b> gives students little or no feedback.
DE		monitors student comprehension of content <b>AND</b> provides students with limited feedback.
M	E	uses a variety of assessment techniques to monitor comprehension of the content <b>AND</b> provides students with timely meaningful feedback.
EE		<b>AND</b> ...analyzes individual and group comprehension of the content, <b>AND</b> gives all students substantive and specific feedback.

**Questions for Reflection:**

Does the art education student teacher

1. Check for understanding of art learning with the whole class?
2. Check for understanding of art learning with individual students?
3. Give frequent and meaningful feedback to the students?
4. Use a range of assessments, such as, but not limited to: observations, portfolios, journals, planning matrices, writing prompts, artist statements, and discussions?
5. Make adjustments to the lesson plan based on the feedback they receive from the students?
6. Develop appropriate assessment methods accommodated to meet the needs of limited English proficiency and students with exceptionalities?
7. Make adjustment to lesson objectives based on the results of assessment information received?

		<b>B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h,6k, 6l, 6t, 6u</b>
DN		unable to articulate effectiveness of teaching based on student learning data.
DE		able to articulate effectiveness of teaching based on student learning data;
M	E	<b>AND</b> ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE		<b>AND</b> ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

**Questions for Reflection:**

Does the art education student teacher

1. Identify learner- or group- specific trends within assessment data?
2. Utilize multiple relevant data sources to inform instruction?

		<b>B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u</b>
DN		does not adapt assessments to accommodate student needs or experiences.
DE		inconsistently attempts to adapt assessments to accommodate student needs and experiences.
M	E	consistently adapts assessments to accommodate most student needs and experiences.
EE		thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

**Questions for Reflection:**

Does the art education student teacher

1. Collaborate with the cooperative teacher and resource teachers (SPED, ELL, Intervention specialist, etc.) to create/modify assessments?
2. Reference ELL/IEP/504 plans in making assessment accommodations?
3. Scaffold and administer informal assessments to meet the diverse needs of student learners?
4. Provide modality choices for assessment formatting and students' response when possible or appropriate (for example, visual, auditory, oral, paper/pencil, technology, proving their answers)?
5. Have an awareness of cultural differences and modifies assessments respectfully and appropriately?



**C. INSTRUCTIONAL PLANNING The student teacher...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	<b>AND...</b> uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class <b>AND</b> plans using what they know about learners including developmental levels, prior learning, and interests.

**Questions for Reflection:**

Does the art education student teacher

1. Use pre-instructional student assessment tools or interest inventories to become familiar with relevant aspects of students' background, visual culture, art knowledge, art experiences, and skills?
2. Request appropriate information regarding students' background and learning adaptations?
3. Plan/meet with resource personnel such as exceptional education teachers/ELL teachers/aides/guidance when appropriate?
4. Formulate clear and appropriate art learning outcomes based on information collected?
5. Make thoughtful choices about the organization, structure, and pacing of art lessons and activities in the art classroom?
6. Communicate with students both formally and informally during instructional and non-instructional time?
7. Observe students and their work to gain a better understanding of the individual differences that exist in the art classroom?
8. Demonstrate respect for and value of the unique backgrounds, abilities, and interests of all students?
9. Demonstrate sensitivity to differences in artistic and aesthetic responses of students to works of art?
10. Use evidence of student-learned knowledge and skills in planning sequential lessons?

C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	<b>AND...</b> seeks resources from instructional specialists to refine plans to meet learner needs.

**Questions for Reflection:**

Does the art education student teacher

1. Intentionally select materials/resources (visuals, texts, etc.) that respect and promote the different cultures within the classroom?
2. Incorporate instructional examples that reflect multiple perspectives in the classroom?
3. Demonstrate the understanding of the unique needs of the students and plan accordingly?
4. Plan instructional strategies to meet student needs?
5. Select and plan lessons using diverse media and artists?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	<b>AND...</b> uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	<b>AND...</b> uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

**Questions for Reflection:**

Does the art education student teacher

1. Describe a purpose and rationale for what they are teaching?
2. Formulate clear and age-appropriate art learning outcomes?
3. Demonstrate an understanding of the learning styles and levels of diverse learners in the class?
4. Employ a wide variety of effective strategies and methods to meet all learning styles and levels?
5. Have a backup strategy if needed?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	<b>AND</b> ...integrates a variety of instructional technology in planning, <b>AND</b> clearly identifies alternative plans in the event technology fails.

**Questions for Reflections:**

Does the art education student teacher

1. Have a working knowledge of traditional and new technologies in regards to classroom use?
2. Include the use of available technology in lesson plans?
3. Involve the students in active learning when technology is used?
4. Use a variety of instructional technology programs, devices, and apps if available and appropriate?
5. Incorporate digital media as a possible media solution for student expressive response if available and appropriate?
6. Demonstrate an understanding of the role that computer graphics, computer software, and the internet play within visual arts and education settings?
7. Have an alternative plan when expected technology becomes unavailable?

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	<b>AND</b> ...planning is expanded to elaborate on identified essential content to enhance student learning.

**Questions for Reflection:**

Does the art education student teacher

1. Can summarize what they wish students to know and be able to do as a result of the lesson, as well as the evidence that they will accept that students know or can do what was expected?
2. Ensure all learning objectives are addressed in the art lesson and activity?
3. Plan for all components related to the lesson (i.e., the integration of artists, art vocabulary, art history, criticism, aesthetics components, visual culture, artistic expression in relation to the lesson challenge, and methods of assessment) in relation to seamless, thoughtful themes or big ideas?

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing <b>AND</b> transitions.
EE	plans include realistic pacing allowing for content mastery <b>AND</b> meaningful transitions that promote student learning.

**Questions for Reflection:**

Does the art education student teacher

1. Articulate the lesson as a whole, coherent structure?
2. Plan realistic time limits for each segment of the lesson from set up through cleanup, lesson summary or closure, and dismissal?
3. Allow for appropriate and smooth transition between parts of the lesson requiring physical movement or change of materials?
4. Provide appropriate transition time for moving to the next class?
5. Demonstrate resourcefulness in adapting expected time sequences as necessary during implementation of the lesson without losing sight of objectives?



**D. LEARNING ENVIRONMENT The student teacher ...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

	<b>D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k</b>
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	<b>AND</b> explains the purpose for these choices to all students.

**Questions for Reflection:**

Does the art education student teacher

1. Demonstrate knowledge of safe practices in the art room setting?
2. Establish a safe physical and psychological art-learning environment based on knowledge of school policy?
3. Provide and maintain well-managed rules, routines, procedures, that create a well-functioning, art-learning environment?
4. Allow the students to take responsibility for their own learning as well as the safe and cooperative environment of the art room?
5. Ensure that students have the physical, cognitive, and emotional maturity to accomplish a task safely before allowing them access to any potentially hazardous allergens, materials, or tools?
6. Maintain ultimate control over the physical environment and adapt instruction when they have limited control?
7. Match the furniture or room configuration to the lesson or activity thoughtfully considering possible hazards, congestion, and flow of the lesson?
8. Arrange for safe storage of student work?
9. Arrange the space so that all students, including those with special needs, have access to the lesson?
10. Provide physical and psychological factors in the environment that ensure student learning?
11. Ensure that there are no safety violations or risks evident?
12. Ensure the easy collection and inventory of hazardous materials and tools at the end of the lesson?

	<b>D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q</b>
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	<b>AND...</b> purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	<b>AND...</b> fosters regular student collaboration and models high expectations for all students.

**Questions for Reflection:**

Does the art education student teacher

1. Create a climate of fairness and respect for art learning developing appropriate student rights and responsibilities?
2. Promote and model principles of fairness, equity, and learning opportunities for all students in the art class?
3. Embrace and model respect for cultural diversity in art classroom planning and instruction?
4. Respond appropriately to stereotyping, bullying, demeaning, or other unfair comments or image making by students?
5. Respond positively in his/her remarks and interactions with students?
6. Ensure that all students have access to learning?
7. Ensure that all students feel equally valued in the classroom?
8. Identify patterns of exclusion or over-attention in student/teacher interactions and seeks to resolve inequities?
9. Explicitly teach students how to treat each other fairly?

	<b>D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c</b>
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior <b>AND</b> can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior <b>AND</b> explain why changes were made.

**Questions for Reflection:**

Does the art education student teacher

1. Maintain consistent rules, routines, and procedure standards for positive art classroom behavior in alignment with school policy?
2. Include students in the process of developing a safe, fair, and positive art classroom management plan?
3. Display rules, classroom management plans, or daily agenda and procedures in the art classroom?
4. Identify when they have changed classroom management techniques due to changes in students' behavior?
5. Demonstrate the ability to problem-solve and implement a many-stepped, behavior management plan while continuing with classroom instruction?
6. Communicates expectations and consequences to students and parents in collaboration with the Cooperating Teacher and as appropriate?
7. Keep a written log of behavioral events and disciplinary actions taken?

<b>D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l</b>	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds <b>AND</b> acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	<b>AND...</b> values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	<b>AND...</b> incorporates, advocates, and affirms these differences into their teaching and use of content examples.

**Questions for Reflection:**

Does the art education student teacher

1. Use Universal Design for Learning to adapt appropriate lesson resources (images, materials, cultural artifacts) instructional methods, and strategies that are compatible with students' backgrounds, ages, and abilities?
2. Research appropriate communication methods based on cultural differences and abilities of students?
3. Model appreciation, respect, empathy, and understanding for diverse cultures and abilities?

**E. INSTRUCTIONAL DELIVERY The student teacher ...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

<b>E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j</b>	
DN	presents unclear <b>OR</b> inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	<b>AND...</b> ensures that all students understand the learning objectives <b>AND</b> can carry out those procedures;
EE	<b>AND...</b> consistently presents clear procedures and outcomes, <b>AND</b> effectively checks for student understanding.

**Questions for Reflection:**

Does the art education student teacher

1. Make art lesson objectives, procedures, and outcomes clear to students?
2. Use appropriate instructional methods and strategies that are compatible with students' backgrounds, ages, and levels of development?
3. Encourage students to experiment with and expand their repertoire of artistic techniques to express ideas, themes, and subjects?
4. Assist students to engage in the meaningful description, analysis, interpretation, and informed judgment of art?
5. Assist students in becoming familiar with the history of art and specific artists from many times and cultures?
6. Introduce students to numerous theoretical and philosophical approaches to art?
7. Accommodate appropriately for all learners?
8. Devise a variety of methods and strategies to check for student understanding prior to moving on to other instruction?

<b>E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h</b>	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	<b>AND...</b> makes content relevant to students' prior experiences;
EE	<b>AND...</b> continually presents material clearly and explicitly with well-chosen examples.

**Questions for Reflection:**

Does the art education student teacher

1. Present art content articulately, accurately, and effectively so that all students can see, hear, and read as appropriate?
2. Translate art content and other related curricular concepts into sound pedagogical practices that reflect the needs of the student?
3. Articulate the tie between the art lesson theme and all component parts of the lesson?
4. Recognize and use opportunities to help students extend their thinking related to the lesson?
5. Take advantage of teachable moments that may arise in the midst of the lesson?
6. Use appropriate ways of asking questions, facilitating discussions, and provide media challenges that promote students' critical thinking and unique solutions in their own visual expression?
7. Challenge students' thinking in ways relevant to their background knowledge and experiences?

E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	<b>AND...</b> keeps all students challenged and highly engaged as active learners and problem solvers.

**Questions for Reflection:**

Does the art education student teacher

1. Engage the students in hands-on, minds-on experiences, whether they are solving a challenge with a personal visual response using art media, participating in a group art interpretive activity, or accomplishing individual art historical research?
2. Adapt instructional hands-on learning experiences at the edge of students' comfort levels: not too easy as to be boring, but not too hard as to be discouraging, individualized to raise the bar of expectation for each learner.

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	uses technology ineffectively to support student learning.
DE	provides students with guided practice in using technology to support student learning when appropriate and as available;
ME	<b>AND...</b> engages students in learning experiences with technology that is appropriate and challenging;
EE	<b>AND...</b> cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

**Questions for Reflection:**

Does the art education student teacher

1. Identify and use digital image making as simply one more media for which students need content knowledge and technical skill?
2. Translate art content and other related curricular concepts into sound technological, pedagogical practices that reflect the needs of the student?
3. Present with and engage students in available interactive technology.
4. Engage students in art content, learning, exploration, and individual expression through digital, technological means?

E5. FACILITATES STUDENTS' USE OF HIGHER-LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower-level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	<b>AND...</b> assesses their growth and development in use of higher-level thinking skills.

**Questions for Reflection:**

Does the art education student teacher

1. Plan for and articulate questioning strategies across Bloom's Taxonomy of questioning levels, (i.e., Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating questions or challenges)?

2. Adapt questioning strategies in the moment to further push individual and group thinking, discussion, writing, or visual response?
3. Model higher order thinking and promote critical thinking?
4. Model thinking aloud so that students can hear as well as see the way that an artist thinks?
5. Model "what if" scenarios for the students and expect students to generate the same types of questions?

<b>E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS.</b> InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

**Questions for Reflection:**

Does the art education student teacher

1. Plan for and implement a variety of activities which reflect differentiation?
2. Plan art lessons to address the diverse and unique characteristics of individual students?
3. Plan challenges that require students to express individual responses and personal meaning making in their understanding and creation of art?
4. Have high expectations for all students appropriate to individual student needs?
5. Provide appropriate art learning accommodations for diverse and unique learners?
6. Embrace and model respect for cultural and gender diversity?
7. Adapt lesson plans, contemporary art examples, and visual culture based on the diverse learners in the class?
8. Communicate content equitably for females and males, students of different ethnic or economic groups, students with exceptionalities, or students of limited English proficiency?
9. Differentiate strategies and materials for all students or groups when appropriate?
10. Use flexibility in adapting to meet the students' individual needs as they arise in the course of the lesson?

<b>E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY.</b> InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	<b>AND</b> ...performs non-instructional procedures efficiently.

**Questions for Reflection:**

Does the art education student teacher

1. Develop and maintain rules, routines, and procedures to minimize time allocated to management and maximize student learning?
2. Devise classroom management strategies that perform non-instruction procedures without diminishing student learning and exploration in the visual arts?
3. Provide adequate opportunities for art content application?
4. Allow students a variety of ways to use content?
5. Allow students to discuss, examine, and share aspects of their art making orally and through writing?
6. Plan and use art instructional time effectively?
7. Pace set up, art instruction, transitions, work time, clean up, closure, etc. in such a way that students appear to be on task most of the time?
8. Engage students in meaningful work or activities for the entire instructional time?

<b>E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status).</b> InTASC 3f, 3i, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	<b>AND</b> intentionally teaches students how to communicate and engage with diverse groups;



EE	<b>AND...ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.</b>
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**Questions for Reflection:**

Does the art education student teacher

1. Implement strategies to engage all students in conversations and feedback?
2. Identify and capitalize on teachable moments to promote inclusivity and understanding?
3. Empower students to advocate for their own personal cultural while also respecting the culture of others?
4. Use conflict resolutions strategies to foster a positive classroom environment and prevent power imbalances (i.e. one student dominating conversations, avoiding cliques, and preventing bullying)?
5. Model acceptance through respectful interaction and communication?
6. Use verbal and written language that is nondiscriminatory and equitable for all?
7. Employ flexible grouping consistently?
8. Provide ways for and model how students can share their views with each other in a respectful manner?
9. Plan for and provide opportunities for varied communication methods?

**F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

	<b>F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l</b>
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
M E	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	<b>AND...sets and implements professional goals to improve student learning.</b>

**Questions for Reflection:**

Does the art education student teacher

1. Reflect on student art learning evidence matched to their stated objectives?
2. Adapt instruction based upon thoughtful analysis of student evidence?
3. Set professional goals for how to take art learning to the next level for students?
4. Establish appropriate priorities?

	<b>F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h</b>
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
M E	<b>AND</b> disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	<b>AND</b> applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

**Questions for Reflection:**

Does the art education student teacher

1. Incorporate pre-instructional assessments, questioning strategies, media practice, etc. to determine starting data?
2. Make art lesson objectives, procedures, and assessment expectations clear to students?
3. Document appropriate observations, journaling, visual expression, etc. to add to the Cooperating Teacher's long-term assessment of student growth over time?
4. Interpret the documentation for the Cooperating Teacher regarding student short-term and long-term progress?
5. Use documentation to plan future lessons?
6. Assess learning by recording grades, charting student progress, maintaining portfolios, and recording student participation, mirroring the data collection methods used by the Cooperating Teacher to determine long-range goals for students?
7. Employ a variety of assessment techniques?
8. Select the most appropriate form of assessment to match each objective of the lesson?
9. Clarify the basis for assessment in clear, defined objectives, standards, criteria, and rubric statements match to levels of student performance?

	<b>F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r</b>
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher <b>AND</b> attempts to use it to improve instruction.



M	E	seeks information from professional resources <b>AND</b> uses it to improve instruction.
EE		seeks information from varied professional resources <b>AND</b> uses it effectively to improve instruction.

**Questions for Reflection:**

Does the art education student teacher:

10. Seek and use information from professional art education sources to improve instruction?
11. Listen to and implement advice from mentor teachers?
12. Observe and analyze the teaching practices of mentor art teachers and classroom teachers?
13. Articulate a variety of strategies for improving teaching performance?
14. Change performance based on agreed upon strategies with Cooperating Teachers?
15. Show initiative in seeking professional resources?
16. Collaborate with colleagues to improve and evaluate instructional practices?
17. Become an involved and contributing member of the total school community?

**G. PROFESSIONALISM The student teacher ...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

		<b>G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o</b>
DN		acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE		inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
M	E	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE		<b>AND...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.</b>

**Questions for Reflection:**

Does the art education student teacher

1. Seek and use federal, state, and local law and school policy?
2. Make fair and unbiased responses while performing academic and professional tasks and responsibilities?
3. Consult other professionals as appropriate to adhere to local school professional policies and procedures?
4. Show consideration for others through expressions of empathy and concern at appropriate times?
5. Demonstrate that they value equity and fairness and can model these values in interactions with the students, parents, colleagues, administrators, and community?
6. Portray a professional image in appearance and behavior?
7. Accept responsibility for his/her own actions?

		<b>G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r</b>
DN		infrequently participates in school-based learning experiences.
DE		takes ownership of professional growth by participating in school-based professional learning experiences;
M	E	<b>AND...practices the new strategies learned to support student learning;</b>
EE		<b>AND...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.</b>

**Questions for Reflection:**

Does the art education student teacher

1. Reflect on and indicate strategies to improve art instruction?
2. Extend learning beyond the art room to add to his/her individual strengths and uniqueness?
3. Demonstrate that his or her professional growth can be enhanced through efforts to: conduct action research; collaborate with others to examine his or her practice; and, continually expand his or her repertoire of teaching methods and strategies?

		<b>G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3i, 8h, 10n</b>
DN		frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE		periodically makes errors in grammar, usage, and spelling in professional contexts.
M	E	speaks and writes professionally and effectively in different environments <b>AND</b> accesses interpretation and translation services as appropriate;

EE	<b>AND...uses multiple methods for communication, including appropriate technology.</b>
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**Questions for Reflection:**

Does the art education student teacher

1. Model appropriate language and art vocabulary both orally and in writing?
2. Effectively translate art content and other concepts to accommodate the language needs and levels of understanding of the students?
3. Model respect and are they comfortable with students who speak and write differently?
4. Demonstrate awareness of and sensitivity to cultural and language differences within the class?
5. Respond appropriately to those differences?
6. Review instructional texts (presentation slides, handouts) to check for any grammatical errors before sharing them with students?

	<b>G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q</b>
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
M	<b>AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;</b>
EE	<b>AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.</b>

**Questions for Reflection:**

Does the art education student teacher

1. Seek input from multiple sources to meet students' learning and socio-emotional needs (SPED, ELL, Counselors, Speech therapist, etc.)?
2. Use modes of communication that ensures all stakeholders are able to access the information?
3. Use inclusive communication strategies in professional settings? How?
4. Model positive and respectful attitude regarding inclusive communication practices in informal professional settings?
5. Demonstrate awareness of their responsibility to provide and facilitate inclusive communication for all stakeholders?

	<b>G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e</b>
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
M E	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	<b>AND...communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.</b>

**Questions for Reflection:**

Does the art education student teacher

1. Function as a team member?
2. Participate with the Cooperating Teacher in staff development opportunities, professional meetings, committee work, and all aspects of professional school life?
3. Interact appropriately and professionally with others including, students, peers, colleagues, families, communities, and other professionals?
4. Take initiative to talk with Cooperating Teachers, classroom teachers, and other teacher specialists to learn how to work with specific students?
5. Work with colleagues to improve and evaluate instructional practices?
6. Take initiative to be involved with and contribute to the total school community?

	<b>G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m</b>
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and

		learning differences of students to build stronger relationships and create more relevant learning experiences.
M	E	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE		<b>AND...</b> incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction <b>AND</b> incorporates diverse groups that are not represented in the classroom or school community.

**Questions for Reflection:**

Does the art education student teacher:

1. Communicate respect by listening well to others?
2. Use pre-instructional student assessment tools or interest inventories?
3. Request appropriate information regarding students' background and learning adaptations?
4. Seek to become familiar with relevant aspects of students' background, visual culture, art knowledge, art experiences, and skills?
5. Plan/meet with resource personnel such as classroom teachers, exceptional education teachers/ELL teachers/aides/guidance when appropriate?
6. Formulate clear and appropriate art learning outcomes based on information collected?
7. Communicate with students both formally and informally during instructional and non-instructional time?
8. Observe students and their work to gain a better understanding of the individual differences that exist in the art classroom?
9. Insightfully observe students and student work to understand individual differences that exist in the art classroom?
10. Demonstrate respect for and value of the unique backgrounds, abilities, and interests of all students?
11. Demonstrate sensitivity to differences in artistic and aesthetic responses of students to works of art?
12. Use evidence of student-learned knowledge and skills in planning sequential lessons?