

CREATE NEW FIELD EXPERIENCE FORM

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Art Education Student Teaching Assessment

AED 540 - Childhood Art Practicum and Student Teaching

This course involves a Practicum and Student Teaching in a childhood art classroom two days per week, under supervision, to be taken concurrently with Aed 530, Art Education Methods K-12. This course provides an opportunity for the candidate to integrate knowledge of the developmental stages of childhood art, art education theory, and pedagogy in a childhood setting.

AED 550 - Adolescence Art Practicum and Student Teaching

This course involves a practicum and student teaching in an adolescence art classroom; it is a semester-long opportunity for candidates to apply knowledge of art education theory and pedagogy in an adolescence setting.

Faculty and assessors: Use the following rating scale to assess the student teacher's performance in your classroom on the criteria described in the left-hand column below. These criteria are based on the *NAEA-NASAD-NCATE Standards for the Preparation of Art Educators K-12*. Numbering of standards corresponds to the NAEA professional standards. The ratings on these standards represent content-area and pedagogy expectations SUNY Oswego School of Education has for its student teachers in the Graduate Art Education Program. For each rating that falls below the target score of 2, include a comment to explain the rating.

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

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

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

NA = No Basis - The teacher candidate has not yet had the opportunity to demonstrate evidence of meeting target criterion.

KNOWLEDGE OF STUDENTS AS LEARNERS

Visual Arts Educators Understand Student Characteristics, Abilities, and Learning Styles

Knowledge of Students as Learners*

	Met	Developing	Not Met	Score
1. Demonstrate an understanding of artistic development (NAED 2.A) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="text" value="Score"/>
2. Recognize the importance of helping students learn how to make, manipulate, and modify symbols (NAED 2.B) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="text" value="Score"/>
	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> ~	<input type="text" value="Score"/>

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3. Recognize that stages of development in artmaking and response to art are general models and that each student progresses at an individual pace (NAED 2.C)

NA

4. Insightfully probe and observe students and their work to understand individual differences that exist in the classroom. They respect and value the unique backgrounds, abilities, and interests of all students (NAED 2.D)

NA

2 1 0

Score

5. Know the importance of acquiring information about students' needs (NAED 2.E)

NA

2 1 0

Score

Rubric Score:

Rubric Mean:

Comments

[Empty text box for comments]

UNDERSTANDING OF SOCIAL AND CULTURAL DIVERSITY

Visual Arts Educators Understand Diverse Social and Cultural Constructions of Identity

Understanding of Social and Cultural Diversity*

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	Met	Developing	Not Met	Score
1. Understand that individuals' identities can be shaped by the social and cultural groups to which they belong (NAED 3.A) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="text" value="Score"/>
2. Embrace diversity of peoples, philosophies, and cultural histories in instruction (NAED 3.B) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="text" value="Score"/>
3. Are aware of and knowledgeable about their students' cultural background (NAED 3.C) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="text" value="Score"/>
4. Are sensitive to differences in artistic and aesthetic responses of student to works of art and varying philosophies and values (NAED 3.D) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="text" value="Score"/>

Rubric Score:

Rubric Mean:

Comments

Teaching and Learning - selection of art content and curricula*

	Met	Developing	Not Met	Score
1. Develop curricula that address students' ability to respond and interpret art content and create meaning through artmaking (NAED 4.A) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	Score
2. Understand that individual approaches to artistic problems must be explicitly encouraged and nurtured through curriculum and instruction (NAED 4.B) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	Score
3. Promote student experiences in art by equipping students with a knowledge base (NAED 4.C) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/>	<input type="radio"/> 0	Score
4. Consider national, state, and local curriculum standards and frameworks while planning strategies for learning and teaching (NAED 4.D) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	Score
5. Make accessible to students the traditional, popular, and contemporary art worlds, and art from a wide range of cultures (NAED 4.E) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	Score
6. Are familiar with the wide range of curriculum resources produced by museum education departments and professional publishers, and are able to make selections appropriate for their own curricular goals (NAED 4.F) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	Score

Rubric Score:

Rubric Mean:

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Comments

TEACHING AND LEARNING KNOWLEDGE OF STUDENTS TO PLAN INSTRUCTION

Teaching and Learning - Knowledge of students to plan instruction*

	Met	Developing	Not Met	Score
1. Develop a repertoire of teaching strategies appropriate to needs of students (NAED 5.A) <input type="checkbox"/> NA	<input type="radio"/> 2 <hr/>	<input type="radio"/> 1 <hr/>	<input type="radio"/> 0 <hr/>	<input type="text" value="Score"/>
2. Know students may take different paths to the understanding and creation of art (NAED 5.B) <input type="checkbox"/> NA	<input type="radio"/> 2 <hr/>	<input type="radio"/> 1 <hr/>	<input type="radio"/> 0 <hr/>	<input type="text" value="Score"/>
3. Help students create, experience, and understand art relevant to their experiences and interests (NAED 5.C) <input type="checkbox"/> NA	<input type="radio"/> 2 <hr/>	<input type="radio"/> 1 <hr/>	<input type="radio"/> 0 <hr/>	<input type="text" value="Score"/>
4. Provide opportunities for students to work cooperatively as well as individually (NAED 5.D) <input type="checkbox"/> NA	<input type="radio"/> 2 <hr/>	<input type="radio"/> 1 <hr/>	<input type="radio"/> 0 <hr/>	<input type="text" value="Score"/>
5. Have high expectations for all students appropriate to individual levels of artistic, cognitive, moral, physical, and social development (NAED 5.E) <input type="checkbox"/> NA	<input type="radio"/> 2 <hr/>	<input type="radio"/> 1 <hr/>	<input type="radio"/> 0 <hr/>	<input type="text" value="Score"/>

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Rubric Mean:

Comments

Large empty rectangular box for entering comments.

TEACHING AND LEARNING - USING CONTEMPORARY TECHNOLOGY TO ENHANCE TEACHING AND LEARNING

Teaching and Learning - Using contemporary technology to enhance teaching and learning*

	Met	Developing	Not Met	Score
1. Create curricula that include art-making in new forms and media (NAED 6.A) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="text" value="Score"/>
2. Create learning environments that use current and emerging technologies as instructional and learning tools (NAED 6.B) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="text" value="Score"/>
3. Provide opportunities for students to document and display their artwork through the use of new media (NAED 6.C) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="text" value="Score"/>

Rubric Score:

Rubric Mean:

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Comments

Empty rectangular box for comments.

ASSESSMENT, EVALUATION, AND REFLECTION

Conduct meaningful and appropriate assessments of student learning

Assessment, Evaluation, and Reflection*

	Met	Developing	Not Met	Score
1. Develop a repertoire of assessment strategies consistent with goals, teaching methods and individual student need (NAED 7.A) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
2. Use multiple methods of assessment, both formal and informal, formative and summative, and a range of strategies such as portfolios, journals, class critiques, and discussions (NAED 7.B) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
3. Practice assessment as a joint venture through which both student and teacher understanding is enhanced (NAED 7.C) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
4. Provide opportunities for students to assess their own knowledge and skills and demonstrate an understanding of standards (NAED 7.D)	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>

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NA

5. Ensure all students have many equal opportunities to display what they know and can do in art (NAED 7.E)

2 1 0

Score

NA

6. Provide recognition of a variety of student accomplishments and positive habits of mind (NAED 7.F)

2 1 0

Score

NA

7. Evaluate student progress in relation to both short and long term instructional objectives (NAED 7.G)

2 1 0

Score

Rubric Score:

Rubric Mean:

Comments

[Empty text box for comments]

ASSESSMENT, EVALUATION, AND REFLECTION

Art Educators Systematically Reflect on their Own Teaching Practice

Assessment, Evaluation, and Reflection*

Met Developing Not Met Score

2 1 Skip Navigation

Score

1. Reflect on teaching practice to extend knowledge, improve teaching and refine evolving philosophy of education. Recognize experience will continue to improve effectiveness (NAED 8.A)

NA

2. Open to new ideas for teaching and continually seek to broaden their teaching skills (NAED 8.B)

2 1 0

Score

NA

3. Observe and analyze teaching practices of others, seek and accept qualified advice and constructive critiques from supervisors, administrators and colleagues (NAED 8.C)

2 1 0

Score

NA

4. Evaluate the effectiveness of instruction and students (NAED 8.D)

2 1 0

Score

NA

5. Search for patterns of student accomplishment and behavior in classrooms that reflect on the impact of teaching (NAED 8.E)

2 1 0

Score

NA

Rubric Score:

Rubric Mean:

Comments

[Empty text box for comments]

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ASSESSMENT, EVALUATION, AND REFLECTION

Art Educators Assess Program Effectiveness

Assessment, Evaluation, and Reflection*

	Met	Developing	Not Met	Score
1. Formulate questions that address the effectiveness of art programs with regard to program, school district and cross district goals (NAED 9.A) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
2. Know the importance of reporting results of assessments in appropriate ways to students, families, administrators and the public (NAED 9.B) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>

Rubric Score:

Rubric Mean:

Comments

COLLABORATION, PROFESSIONAL ENGAGEMENT AND LEADERSHIP

Art Educators Collaborate with other Educators

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Collaboration, Professional Engagement and Leadership*

	Met	Developing	Not Met	Score
1. Identify topics and art resources that can be pursued in an interdisciplinary manner (NAED 10.A) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	Score
2. Seek to focus pedagogical practices and instructional program of other educators to collaborate and form interdisciplinary connections to make art articulated and central to the school curriculum (NAED 10.B) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	Score
3. Work to break down stereotypes about art and learning that may exist among administrators, parents, and faculty in other subject areas (NAED 10.C) <input type="checkbox"/> NA	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	Score

Rubric Score:

Rubric Mean:

Comments

COLLABORATION, PROFESSIONAL ENGAGEMENT AND LEADERSHIP

Collaboration, Professional Engagement and Leadership*

	Met	Developing	Not Met	Score
1. Are involved and contributing members to the school community (NAED 11.A) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
2. Provide leadership for administrators, decision makers, policy makers and other stakeholders about the value of the visual arts in a comprehensive program (NAED 11.B) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
3. Are willing to work with colleagues to improve and evaluate professional development and practice (NAED 11.C) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
4. Take student art into the community (NAED 11.D) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
5. Work with colleagues in the school to foster a professional culture (NAED 11.E) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
6. Regularly attend art shows in other schools, districts, colleges, arts organizations and museums (NAED 11.F) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>

Rubric Score:

Rubric Mean:

Comments

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COLLABORATION, PROFESSION ENGAGEMENT AND LEADERSHIP

Art Educators Continue their Professional Development throughout their Careers

Collaboration, Profession Engagement and Leadership*

	Met	Developing	Not Met	Score
1. Participate in seminars, work-shops, and conferences and encourage colleagues to do the same (NAED 12.A) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
2. Understand the history of the profession and current philosophical foundations (NAED 12.B) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
3. Continually examine assumptions about self, students and the field (NAED 12.C) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
4. Clearly articulate their teaching philosophies and the unique way art learning can contribute to cognitive, emotional, moral and social growth (NAED 12.D) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
5. Maintain a professional resume and teaching portfolio (NAED 12.E) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
6. Remain aware of current research in the field (NAED 12.F) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>

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Rubric Score:

Rubric Mean:

Comments

COLLABORATION, PROFESSION ENGAGEMENT AND LEADERSHIP

Art Educators Contribute to the Growth of Their Profession

Collaboration, Professional Engagement, and Leadership*

	Met	Developing	Not Met	Score
1. Are active members of associations, museum and organizations connected to their profession (NAED 13.A) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
2. Continue to develop the capacity to be leaders in various educational and professional roles (NAED 13.B) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
3. Understand the importance of making presentations at professional, school, parent, and community meetings (NAED 13.C) <input type="checkbox"/> NA	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>
	<input type="radio"/> 2 _____	<input type="radio"/> 1 _____	<input type="radio"/> 0 _____	<input type="text" value="Score"/>

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4. Serve as peer coaches or mentors to student teachers, new teachers or other colleagues (NAED 13.D)

NA

Rubric Score:

Rubric Mean:

Comments

COMMENTS

Comments about strengths

Comments about target areas for growth and/or improvement

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OVERALL ASSESSMENT OF THE ART EDUCATION STUDENT TEACHING ASSESSMENT

Overall Assessment*

- The candidate has **successfully met** the requirements.
- The candidate has **not met** the requirements.

GRADE

Total Score:

Total Mean:

0.0

Update

[Cancel](#)