Teacher Candidate: Evaluator:

UNC Supervisor, OR Cooperating teacher

School, district: Subject/Grade:

Lesson topic and summary:

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| **C RITE RI A** | **DE VE LOPING** | **PRO FIC IE N T** | | **TARGET** | |
| PEDAGOGY | Aligned to the **Colorado Quality Teacher Standards** Rubric <http://www.cde.state.co.us/educatoreffectiveness/rubricrevision> and the UNC Program Completer Survey. Highlight appropriate box. | | | | |
| PLANNING / CONTENT KNOWLEDGE | Instruction lacks focus and/or response to student needs. Methods, content, and/or technologies may not be developmentally appropriate.  Student learning is evident in few. | Instruction is adequate, aligned to CAS, and employs appropriate technology. Lesson plan reflects diversity and is specific to individual students’ needs. Student learning is evident in most. | | Instruction is confident, uses CAS based lesson plan and appropriate technology; flexible and differentiated, focuses on appropriate learning objectives. Advanced student learning is evident. | |
| LEARNING  ENVIRONMENT | Behavior problems in classroom negatively affect learning. Little control over classroom. Has difficulties relating to students. Management may be developmentally inappropriate. | Manages most behavioral problems and maintains control of the classroom. Intentionally creates a healthy classroom community where students are treated with sensitivity and respect. | | Discipline problems are prevented through engaging instruction and building a safe, respectful, and tolerant classroom community. Appropriate intervention strategies are evident. Effective use of time and classroom structures apparent. | |
| INSTRUCTION/ASSESSMENT | No evidence of assessment, or no connection between assessment and instruction. | Periodically assesses student performance including formal and informal methods; minor adjustments of instruction. Objectives and assessment align. | | Consistently assesses student performance both formally and informally; assessment drives instruction and is directly linked to age and content appropriate objectives. | |
| REFLECTION ON PRACTICE | Ineffectively links student learning to own practice. Does not establish professional goals through reflection. Discomfort in school climate. | Periodically reflects on professional practice and the impact on student learning. Able to respond to a complex, dynamic environment. | | Evidence of reflection and analysis of student learning with links to goals for teacher professional practice. Thrives in the complex, dynamic environment of a school. | |
| PROFESSIONALISM/COMMUNICATION | Lacks evidence of consistent reliability, collegiality, and communication. Does not always adhere to professionalism standards. | Reliable, punctual, and collaborative. Willing to learn from criticism. Adheres to standards of professional practice. Communicates professionally. | | Consistently reliable, punctual, willing and able to collaborate. Actively seeks critical feedback. Exceptionally adheres to standards of professional practice and communication. | |
| SPECIFIC CONTENT KNOWLEDGE | Instructional Planning and Implementation (with individual students, small groups, or entire class) demonstrates an ability to guide students’ processes of artmaking and art interpretation at an age appropriate level defined by the **Colorado Academic Standards, National Core Arts Standards,** and the **CDE Rules for Art Licensure**. Highlight **D** (Developing), **P** (Proficient), or **T**(Target) content knowledge and level of ability to assess student learning and guide instruction. | | | | |
| OBSERVE AND LEARN TO COMPREHEND | Instructional Planning and Implementation demonstrates a working knowledge of a student’s ability to observe and use background knowledge to make art and interpret art. This includes knowledge of compositional principles, functions of the visual arts in a society or culture, identification of subject matter, expressive content and meanings of works of art. Highlight appropriate box. | | | | |
| Introduction of terms and facts without contextual applications. | | Instruction adequately engages students in application of lesson concepts as defined above. | | Instruction synthesizes students understanding visual arts compositions, meanings, & functions with reflection, creation & transfer. |
| ENVISION AND CRITIQUE TO REFLECT | Instruction guides students in to generating artistic ideas and work. Students demonstrate ability to define criteria and make reasoned judgments about the significance of their art and the art of others works. Students are guided into making connections between visual arts and other disciplines (math, literacy, social sciences, and history etc.) | | | | |
| Instruction minimally offers students to conceptualize or evaluate artistic ideas. | | Students are able to define criteria and connect among other disciplines. | | Instruction guides students’ reflection-based observation, creation & transfer among disciplines. |
| INVENT AND DISCOVER TO CREATE | Demonstrates knowledge of art teaching methods, age appropriate delivery of art instruction. Uses knowledge of media, tools, techniques and processes design to help students solve specific visual arts problems. Assists students as they organize, develop, complete artistic ideas including consideration of meaning and function. Final works are refined for presentation. | | | | |
| Instructor’s ability to convey knowledge of art teaching methods, art media or processes at an age appropriate level is inadequate. | | Students are adequately guided in artmaking processes but may have minimal opportunity for age appropriate self-discovery or personal creation. | | Students show independence with art making along with demonstrated knowledge of content and skill. Opportunity for student agency is apparent. |
| RELATE AND CONNECT TO TRANSFER | Instruction demonstrates a knowledge and respect for art forms that reflect diversity including various functions and meanings of art works within diverse groups. Students are able to synthesize and relate knowledge and personal experiences to make art and to apply societal, cultural and historical context to deepen understanding. Instructor and students demonstrate awareness of the need for continuing study, reflection, and professional growth in the field of art education. | | | | |
| Connections are not made to other ideas and diverse experiences or are stereotypical and rudimentary.  There is little evidence of desire for future growth. | | Connections are made to diverse culture groups and contexts. Opportunities for reflection and the extension of learning are present. | | Connections are respectfully made that reflect diverse culture groups and contexts. Students connect artmaking to personal experience. There is evidence of continuing growth. |

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| **Focus on student achievement**:  What learning objective(s) did you target? Did your students master the objective(s)? How do you know?  **Focus on the artistic process:**  How did students evidence behaviors described by more than one of the CAS in the process of art making? | * Lesson Objective:   Student progress toward objective:  How standards are aligned and evidenced: | |
| **Areas of strength:**  What are your areas of strength? | Teacher Candidate: | Observer: |
| **Areas of growth:**  What are your areas of growth? | Teacher Candidate: | Observer: |
| **Goals:**  What are goals to improve your instruction and increase student learning and artistic development? | Goals: |

Evaluator signature: Date: