

Professional Education Programs

Art Education Student Teaching Evaluation Form

Below is an example of the evaluation instrument that you will complete for your NAU student teacher candidate at midterm and final dates. Please check with the University Supervisor to determine a “best fit” timeframe for completion of each evaluation. Completion and submission of the midterm and final evaluations are required to finalize remuneration for mentoring a candidate.

The evaluation instrument is delivered to your reported email through the NAU Qualtrics Survey System. Upon successful completion, the results will be emailed to your teacher candidate and the University Supervisor. If there is a need to report an “unsatisfactory progress” on behalf of the teacher candidate, the results will also be sent to the Director of the Office of Fieldwork Experiences as an “alerted” situation.

Thank you for taking the time to provide a meaningful, guided evaluation of your teacher candidate’s performance in your classroom noting the impact they have on student learning.

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target			
			N	U	A	T
Standard 1: Content Pedagogy						
Art education teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline and can create learning experiences that are meaningful to students.						
InTASC 1.1 Demonstrates personal competence in the central concepts of art						
InTASC 1.2 Links art curriculum to prior art and other learning						
InTASC 1.3 Uses appropriate art resources and art curriculum materials for instructional delivery						
InTASC 1.4 Engages students in interpretation of ideas from a variety of perspectives about art						
InTASC 1.5 Incorporates interdisciplinary approaches to teaching and learning in art						
InTASC 1.6 Integrates methods of inquiry that are central to art						
Standard 2: Student Development						
Art education teacher candidates understand how children learn and develop and can provide learning opportunities that support a child’s intellectual, social, and personal development.						
InTASC 2.1 Evaluates student performance to design art instruction appropriate to stages of children’s development						
InTASC 2.2 Creates relevant art lessons that rely upon students’ life experiences						
InTASC 2.3 Gives students opportunities to be active learners who assume responsibility for learning in art						
InTASC 2.4 Encourages student reflection upon art learning and to make new connections in and through art						
InTASC 2.5 Accesses student thinking as a basis for instructional activities through group and individual interaction and written work in art						
Standard 3: Diverse Learners						
Art education teacher candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.						
InTASC 3.1 Designs art instruction appropriate to students’ stages of development, learning styles, strengths, and needs						
InTASC 3.2 Selects approaches that provide opportunities for different performance modes in art						
InTASC 3.3 Evaluates appropriate services and resources to meet exceptional learning needs when required						
InTASC 3.4 Adjust art instruction to accommodate learning differences or needs of students						
InTASC 3.5 Uses knowledge of different cultural contexts within the community to connect with learners through varying types of interaction and assignments in art						
InTASC 3.6 Creates an art learning community that respects individual differences						
Standard 4: Multiple Instructional Strategies						
Art education teacher candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.						

InTASC 4.1 Selects and uses multiple teaching and learning strategies to encourage critical thinking and problem solving in art				
InTASC 4.2 Encourages students to assume responsibility for identifying and using learning resources in art				
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	N	U	A	T
InTASC 4.3 Assumes different roles in the instructional process to accommodate content, purpose, and learner needs in art				
Standard 5: Motivation and Management Art education teacher candidates understand individual and group dynamics to create a learning environment that encourages social interaction, active engagement, and self-motivation.				
InTASC 5.1 Encourages clear procedures and expectations that ensure students assume responsibility, work collaboratively and independently, and engage in purposeful learning activities in art				
InTASC 5.2 Engages students by relating to students' personal interest, providing choices, encouraging questioning, and solving art problems in meaningful ways				
InTASC 5.3 Organizes, allocates, and manages time, space, and activities in a way that is conducive to learning in art				
InTASC 5.4 Organizes and monitors independent and group work in art so that all students have opportunities to participate				
InTASC 5.5 Analyzes the art classroom environment and makes adjustment to enhance productive work outcomes				
Standard 6: Communication and Technology Art education teacher candidates use knowledge of effective verbal, non-verbal, and media techniques to foster active inquiry, collaboration, and supportive interaction in the classroom				
InTASC 6.1 Models effective communication in art (conveying ideas, restating ideas and questions, drawing connections); sensitive to non-verbal clues				
InTASC 6.2 Provides support for learner expression in speaking, writing, and visual products				
InTASC 6.3 Demonstrates a recognition that communication is sensitive to gender and cultural differences; acknowledges different modes of communication and participation in art				
InTASC 6.4 Uses various media to enrich art learning opportunities				
Standard 7: Planning Art teacher candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.				
InTASC 7.1 Plans lessons to address various learning styles, performance modes, development levels, problem solving, and exploration of ideas				
InTASC 7.2 Develops lessons that are appropriate for curriculum goals				
InTASC 7.3 Adjust plans to respond to unexpected student needs				
InTASC 7.4 Develops short-term and long-term plans				
Standard 8: Assessment Art education teacher candidates understand and use informal and formal assessment strategies to ensure continuous intellectual, social, and physical development of learners.				
InTASC 8.1 Selects, constructs, uses assessment strategies appropriate to learning outcomes in art				
InTASC 8.2 Uses informal and formal assessments to inform choices about student progress and to adjust instruction				
InTASC 8.3 Involves students in self-assessment strategies				
InTASC 8.4 Uses observation of classroom interaction, questioning, and analysis of student work to evaluate effects on individuals and groups				
InTASC 8.6 Solicits information through reliable sources about students' experiences, learning behaviors, and needs				
Standard 9: Reflective Practice and Professional Development Art education teacher candidates are reflective practitioners who continually evaluate the effects of personal choices and actions on others; actively seek opportunities to grow professionally				
InTASC 9.1 Uses classroom observations, information about students, and research as sources for evaluating outcomes of teaching and learning and as a basis for reflecting and revising practice				
InTASC 9.2 Calls upon professional literature, colleagues, and other resources to support self-development as a learner and a teacher of art				
InTASC 9.3 Consults with other education professionals as support for reflection, problem solving, new ideas, sharing experiences, and seeking and giving feedback				

Standard 10: School and Community Involvement				
Art education teacher candidates foster relationships with colleagues, parents, and agencies to support student learning and well-being.				
N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	
	N	U	A	T
InTASC 10.1 Participates in collegial activities designed to make the school productive				
InTASC 10.2 Links with other school professionals and other stakeholders to support student learning and well-being in art				
InTASC 10.3 Seeks co-operative relationships with parents, guardians, and other stakeholders to support student learning in art				
InTASC 10.4 Advocates for students of art				
Progress				
Student Teacher Professional Progress				
Student Teacher Professional Progress (check one)				
Professional progress is satisfactory for time and placement.				
Professional progress is not satisfactory for time and placement (alert will be sent).				
Comments: Please provide any additional comments you would like to add regarding this student's performance.				
Comments: How did your candidate use technology to impact student learning in the classroom? Please be specific in terms of the software, applications, hardware, other devices, or technology integration strategies used.				
Comments: How did your candidate demonstrate appropriate professional behavior? (e.g., professional dress, language, punctuality, ethical behavior, reflective practice, flexibility, initiative, collaboration, responsibility, accepting constructive feedback, fostering respectful communication, etc.)				

Comments: Briefly describe how your student teacher candidate interacted with your students to positively impact your students' overall learning (e.g., analysis of learning-teaching context, review or implementation of pre-assessment(s), active engagement of students, differentiation of instruction, use of formative assessment techniques, analysis of assessment data in relation to learning outcomes, etc.)?

Please note the interpretation for the scoring rubric is as follows:

N = Not Applicable/Not Observed = You have not seen evidence of candidate demonstrating the criteria.

U = Unacceptable = You have seen evidence of candidate demonstrating unacceptable performance in the criteria.

A = Acceptable = You have seen evidence of candidate demonstrating acceptable or appropriate performance in the criteria. This would be the level in which all candidates are expected to “meet” by the end of their experience in your classroom.

T = Target = Exceeding = You have repeatedly seen evidence of candidate demonstrating a level above the standard expectation of practice for a student teacher candidate. The performance would be equal to a practicing teacher beyond the first year.