
Part 1 - Art Education Standards

INDIANA UNIVERSITY - PURDUE UNIVERSITY Educational Studies Department



Art Education Single Observation/Midterm/Final ST Evaluation

This tool was developed to measure each candidate's performance using the national standards from the National Art Education Association. For a single observation, please complete Part 1. For the midterm, please complete only Part 1. For the Final Evaluation, please complete Part 1, Part 2, Part 3, and the narrative.

Evaluation Information:

| | |
|----------------------------------|---------------------------------------------------------|
| Date of Evaluation mm/dd/yyyy | <input type="text" value="8/23/2017"/> |
| Teacher Candidate Name | <input type="text" value="{e://Field/STUDENT}"/> |
| Teacher Candidate E-mail | <input type="text"/> |
| School | <input type="text" value="{e://Field/SCHOOL}"/> |
| Grade Level | <input type="text" value="{e://Field/GRADE_LEVEL}"/> |
| University Supervisor Name | <input type="text" value="{e://Field/USUP}"/> |
| University Supervisor E-mail | <input type="text"/> |
| Cooperating Teacher Name | <input type="text" value="{e://Field/SUPERVISOR_FUL}"/> |
| Cooperating Teacher E-mail | <input type="text"/> |

Role of the person filling out evaluation

Cooperating Teacher

University Supervisor

Other

Purpose of this evaluation

Single Observation & Evaluation

Midterm Evaluation

Final Evaluation

Number of children present during observation

FOR MIDTERM ONLY: At this point in the Student Teaching Experience, I rate the Student Teacher as ...

On target for a successful completion of the Student Teaching Experience.

Developing, with some concerns.

Needing a Professional Improvement Plan (PIP).

Please explain your rating above.

NAEA STANDARD I – CONTENT OF ART

TARGET

For instruction, the candidate prepares well developed:

- Extensive materials
- Previously made student & teacher examples
- Power Point Presentations
- Worksheets ● Handouts
- Art Historical motivational prompts.
- Strong articulation of instructions.
- Strong comprehension of art skills & techniques.

ACCEPTABLE

Candidate demonstrates:

- Strong studio skills
- Well-developed understanding of art making processes, qualities, & techniques.
- Clear, concise instructions
- Good comprehension of art content.

UNACCEPTABLE

Candidate:

- Needs improvement in articulating instructions in a clear, concise manner.
- Has poor comprehension of art skills & techniques.

NAEA STANDARD I – CONTENT OF ART

ACCEPTABLE**TARGET**

Candidate promotes:

- Critical inquiry through carefully selected questions that extend student understanding.
- Opportunities for students to conduct research on art topics or artists.
- Art history exploration, study, or research during "closed" school days (e.g., E-Learning, or other activities).

Candidate teaches students how to:

- Make meaningful interpretations of their own artwork and that of others.
- Critically evaluate works of art using both verbal & written skills.

UNACCEPTABLE

Candidate demonstrates:

- Narrow and myopic view of art.
- Lack of understanding of aesthetic qualities and the interpretive nature of art.
- Lack of meaningful interpretations of art and artists.

Candidate referenced a variety of art examples:

- Real objects/artworks
- Photos of examples in textbook or digital.
- Analysis of example artworks in discussion or written work.

NAEA STANDARD II – KNOWLEDGE OF STUDENTS AS LEARNERS

TARGET

Candidate demonstrates knowledge of:

- Artistic development as a complex, multidimensional process affected by psychological, experimental, and social factors.
- Recognizes that each student, regardless of age, progresses on an individual basis in achieving art competencies.
- Creates original well-developed lesson plans.

**ACCEPTABLE**

Candidate:

- Demonstrates some understanding of artistic development.
- Creates lesson plans based on cooperating teacher's understanding of individualized instruction.
- Creates lesson plans that generally match the developmental and age level of the students.

**UNACCEPTABLE**

Candidate fails to individualize his/her teaching strategies based on:

- The students' unique abilities in the art classroom
- The students' developmental and age level.



NAEA STANDARD II – KNOWLEDGE OF STUDENTS AS LEARNERS

TARGET

Candidate demonstrates:

- An ability to motivate students to participate in creating art.
- The creation of the best possible learning environment.
- Inclusion of students' ideas in creating classroom rules and consequences for inappropriate behavior.
- Focuses on a positive approach to managing the classroom.

**ACCEPTABLE**

Candidate demonstrates his/her:

- Respect for individual differences of students, such as their backgrounds, abilities, and interests.
- Attempts to create a stable and positive learning environment.

**UNACCEPTABLE**

Candidate:

- Fails to maintain a respectful and positive environment in the classroom.
- Exhibits limited skills in understanding students' individual differences.



NAEA STANDARD III – UNDERSTANDING OF SOCIAL AND CULTURAL DIVERSITY

| TARGET | ACCEPTABLE | UNACCEPTABLE |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Candidate includes multiculturalism as a strong component of his/her curriculum and individual lesson plans.</p> <p>Candidate demonstrates his/her desire to:</p> <ul style="list-style-type: none"> ● Be inclusive through the use of unbiased speech. ● Use fair and equal treatment of all students in the class, in the school, and in the community. ● Adapt lessons for ESL or IEP students. <p style="text-align: center;"><input type="radio"/></p> | <p>Candidate demonstrates his/her understanding that:</p> <ul style="list-style-type: none"> ● Individuals' identities are shaped by the social and cultural groups to which they belong. ● Such groups include gender, ethnicity, economic class, sexual identity, and geography, etc. <p>Candidate treats all of the students equally and fairly.</p> <ul style="list-style-type: none"> ● Makes some adaptations for ESL or IEP students. <p style="text-align: center;"><input type="radio"/></p> | <p>UNACCEPTABLE</p> <p>Candidate:</p> <ul style="list-style-type: none"> ● Has not examined his/her own biases. ● Does not demonstrate a sense of fairness in his/her treatment of students. ● Appears biased toward some students. ● Does not adapt lessons for ESL or IEP students. <p style="text-align: center;"><input type="radio"/></p> |

NAEA STANDARD IV – TEACHING AND LEARNING

| TARGET | ACCEPTABLE | UNACCEPTABLE |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Candidate:</p> <ul style="list-style-type: none"> ● Excels in creating curricula that addresses students' abilities to respond and interpret art content. ● Explicitly encourages and nurtures students' individual approaches to artistic problems with appropriate curriculum and instruction. ● Provides support for individual student artists to achieve their highest goals (i.e. creating portfolios for university admission). <p style="text-align: center;"><input type="radio"/></p> | <p>ACCEPTABLE</p> <p>Candidate:</p> <ul style="list-style-type: none"> ● Demonstrates a commitment to encouraging students to extend their learning. ● Considers a variety of ways to encourage students to problem-solve in their art production. <p style="text-align: center;"><input type="radio"/></p> | <p>UNACCEPTABLE</p> <p>Candidate:</p> <ul style="list-style-type: none"> ● Fails to research art topics. ● Fails to provide a wide range of artworks as examples for approaching the art project assigned. ● Uses "cookie-cutter" model for students to emulate. <p style="text-align: center;"><input type="radio"/></p> |

NAEA STANDARD IV – TEACHING AND LEARNING**TARGET**

Candidate promotes the art program by:

- Educating others in the school, and parents through art exhibits.
- Including artist statements in art exhibits.
- Presentations of the students' work so that art students learn to articulate the meaning of their art.
- Participation in parent conferences.
- Participation in community art events (e.g. Taste of the Arts, FAME, other events).

**ACCEPTABLE**

Candidate promotes student experiences in art by:

- Teaching design concepts related to presentation and exhibition.
- Teaching labeling, matting, framing, and/or mounting finished student artworks.

**UNACCEPTABLE**

Candidate:

- Lacks understanding of the importance of having students create exhibitions or presentations of their artwork.
- Does not promote the art program.

**NAEA STANDARD IV – TEACHING AND LEARNING****TARGET**

Candidate demonstrates an understanding of:

- State and national art education standards.
- Bases curriculum plans on the standards.
- Includes state and national standards in his/her written instructional materials.

**ACCEPTABLE**

Candidate relies on cooperating teacher's interpretation of standards in his/her instructional materials (e.g., lesson and curriculum plans).

**UNACCEPTABLE**

Candidate fails to use standards in his/her lesson and curriculum planning.

**NAEA STANDARD V – PLANNING APPROPRIATE INSTRUCTION****TARGET**

Candidate uses and can speak about the efficacy of:

- Curriculum approaches based on research in visual arts education.
- Issues- or theme-based curricula.
- Inquiry-based instruction.

ACCEPTABLE

Candidate:

- Knows that students may take different paths to the understanding and creation of art.
- Is able to plan instruction that allows for these differences.

**UNACCEPTABLE**

Candidate lacks understanding of:

- The variety of perspectives students might hold.
- How students use knowledge from other subject areas in an integrated manner.



NAEA STANDARD V – PLANNING APPROPRIATE INSTRUCTION**TARGET**

Candidate:

- Promotes student success in all subject areas.
- Understands learning as an integrated process.
- Uses positive feedback based on students' individual levels of artistic, cognitive, emotional, physical, and social development.

**ACCEPTABLE**

Candidate:

- Sets goals and has high expectations for all students in their art production assignments.
- Encourages collaborative learning through peer assessment/feedback

**UNACCEPTABLE**

Candidate fails to model high standards for:

- Students' academic success.
- Students' artistic success in the art classroom.

NAEA STANDARD VI – USE OF TECHNOLOGY**UNACCEPTABLE****TARGET**

Candidate:

- Uses current and emerging technologies as instructional and learning tools.
- Teaches art students to use technology as a cross-disciplinary learning opportunity.

**ACCEPTABLE**

Candidate:

- Creates curriculum materials that include art making in new media.
- Provides opportunities for students to document and display their artwork through the use of technology.



Candidate:

- Fails to use current and emerging technology when appropriate.
- Relies on outmoded means of teaching.
- Lacks skills needed to teach technology to his/her students.
- Has not made the effort to learn new skills in emerging technologies.



NAEA STANDARD VII – ASSESSMENT OF STUDENT LEARNING**TARGET**

Candidate:

- Creates and uses assessment rubrics in his/her art classroom that fairly evaluate both individual and group project assignments on the basis of group participation and contribution to the group project.
- Uses multiple methods of assessment (e.g., formal and informal, formative and summative, portfolios, journals, class critiques, and discussions.)

**ACCEPTABLE**

Candidate:

- Has developed a few assessment strategies consistent with instructional goals, teaching methods, and individual student needs.
- Defers to assessment strategies as provided by the cooperating teacher.

**UNACCEPTABLE**

Candidate:

- Fails to use assessment strategies.
- Uses arbitrary grading methods that are inconsistent.
- Use grading methods that lack transparency.

**NAEA STANDARD VIII – REFLECTIVE PRACTICE****TARGET**

Candidate:

- Reflects on his/her teaching practice to extend his/her knowledge and improve his/her teaching.
- Is open to new ideas for teaching.
- Observes and analyzes the teaching practices of others.
- Seeks and accepts qualified advice and constructive critiques of their teaching practice from arts supervisors, administrators, and colleagues.

**ACCEPTABLE**

Candidate:

- Is open to feedback based on others' observations.
- Connects his/her teaching strategies to student success.

**UNACCEPTABLE**

Candidate is resistant to suggestions for improvement.



TEACHING LITERACY IN THE ART CLASSROOM**TARGET**

Candidate demonstrates and includes:

- A commitment to improving literacy skills.
- A variety of literacy activities within the art lesson plans (e.g., writing research papers, reading, oral presentations, and discussions of art topics and artists).

**ACCEPTABLE**

Candidate:

- Uses one or two activities for literacy skill-building in his/her instruction plans.
- Includes the use of art terms that are defined and included in assessment rubrics.

**UNACCEPTABLE**

Candidate fails to include ways to build literacy skills through art assignments.

**PROFESSIONALISM****TARGET**

Candidate is:

- Punctual ● Well groomed.
- Healthy ● Prepared to teach.
- Arrives early in the morning and stays after school to prepare for the following day.
- Follows school rules and understands the culture of the school.
- Understands how his/her behaviors affect his/her cooperating teacher.
- Respectful of his/her cooperating teacher, other teachers, and the administrators in the building and corporation office.

ACCEPTABLE

Candidate:

- Arrives early.
- Prepares for teaching in an organized fashion.
- Stays long after students are gone to prepare for the next day.
- Works after hours to grade student work and to prepare new projects to be taught.

UNACCEPTABLE

Candidate:

- Lacks self-awareness of his/her own habits and behaviors.
- Has difficulty getting along with others.
- Fails to comply with cooperating teacher's instructions.
- Fails to follow the instructions given by a university supervisor.
- Has unhealthy personal habits, which negatively affect the ability to teach.
- Is not prepared to teach.

GENERAL COMMENTS:

Part 2 - Unit-wide Assessment

You are now in Part 2. Please remember that you should complete Parts 2 and 3 for the FINAL evaluation ONLY.

Learners & Learning

The candidate regularly assesses development and learning of each student and uses that information to scaffold to next levels.

InTASC #1

CAEP 1.1

| Target | Acceptable | Unacceptable |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Candidate regularly assesses learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to scaffold the next level of learning.</p> <p style="text-align: center;"><input type="radio"/></p> | <p>Candidate assesses, albeit inconsistently, learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to meet learners' needs.</p> <p style="text-align: center;"><input type="radio"/></p> | <p>Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.</p> <p style="text-align: center;"><input type="radio"/></p> |

Content Knowledge

Candidate uses interactive technology efficiently and effectively to achieve content-specific learning goals.

InTASC #5

CAEP 1.5

| Target | Acceptable | Unacceptable |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Candidate engages students in use of and critical analysis of different media and communication technologies in their content area to achieve specific learning goals. The media are used in such a way that students are helped to reflect on the content of their learning.</p> <p style="text-align: center;"><input type="radio"/></p> | <p>Candidate engages students in use and critical analysis of different media and communication technologies that are applicable and connected to the specific learning goals for the content area.</p> <p style="text-align: center;"><input type="radio"/></p> | <p>Candidate uses different media and communication technologies that are generic in nature (i.e., not connected directly to the specific content area) or have limited utility for enriching learning in the content area. Students are not encouraged to respond critically to the technology selected.</p> <p style="text-align: center;"><input type="radio"/></p> |

Content Knowledge

Candidate engages students in making meaning of the content by examining it through diverse perspectives and personal responses.

InTASC #4

CAEP 1.1

Target

Candidate engages students in discovering meaning of the content by questioning and analyzing ideas from diverse perspectives in content texts, materials, performances, and/or labs. Students are challenged to connect their personal responses to other larger meanings and critical stances in the content area.



Acceptable

Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.



Unacceptable

Candidate provides content text, materials, performances, and/or labs from limited perspectives, thus restricting the students' ability to engage in making meaning. Or, candidates might over-emphasize students' personal responses to the content.



Instructional Practice

Candidate uses both formative and summative assessment to document learning.

InTASC #6

CAEP 1.1

Target

Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.



Acceptable

Candidate uses both formative and summative assessments to document learning.



Unacceptable

Candidate relies significantly on one assessment method over the other. Data are used to demonstrate what students do not know or are unable to do.



Instructional Practice

The candidate selects learning experiences that reflect curriculum goals and content standards while being relevant to learners.

InTASC #7

CAEP 1.1

Target

Candidate creates learning experiences that are meaningful to learners due to students' contextual variables and prior knowledge. The experiences also align to curriculum and content standards



Acceptable

Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content standards, yet sometimes not directly.



Unacceptable

Candidate follows curriculum guides or sequence with minimal consideration to how meaningful experiences are for learners or for addressing content standards.



Instructional Practice

Candidates use technology to support student learning through gathering, interpreting, evaluating, and applying information.

InTASC #8

CAEP 1.1

Target

Technology tools are used to access, interpret, evaluate, and apply information. Candidate uses the technology to engage the students in higher order thinking skills. In addition, technology is age appropriate, and builds student creativity, communication, and/or collaboration skills.



Acceptable

Technology is used to access, interpret, evaluate, and apply information. In addition, it is age appropriate and supports student learning.



Unacceptable

Technology use focuses on accessing information or repeating information, rather than supporting student learning. The approach may also lack engagement or be age inappropriate.



Professional Responsibility

The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice.

InTASC #9

CAEP 3.6

Target

Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are analyzed and used to make a variety of adaptations/adjustments (e.g., organizational, instructional, materials, etc.) that benefit the students.



Acceptable

Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are analyzed and used to make improvements to future instructional plans.



Unacceptable

Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so. Experiences are reflected on in a holistic manner without reference to specific data. In addition, the candidate may lack links between changes made and data collected.



Professional Responsibility

The candidate understands laws related to learners' rights and teacher responsibilities.

InTASC #9

CAEP 3.6

Target

Candidate understands and appropriately applies educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.



Acceptable

Candidate demonstrates a firm understanding of educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.



Unacceptable

Candidate demonstrates misunderstandings or gaps in knowledge concerning educational laws, especially confidentiality, requirements for reporting child abuse and neglect and/or discrimination/harassment/bullying.



Professional Responsibility

The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media).

InTASC #9

CAEP 1.5

| | Acceptable | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">Target</p> <p>Candidate explicitly teaches and supports students' application of digital citizenship characteristics. When necessary, family members are notified in advance of classroom activities.</p> <p style="text-align: center;"><input type="radio"/></p> | <p style="text-align: center;">Acceptable</p> <p>Candidate follows characteristics of digital citizenship when developing lesson plans that incorporate technology. Reminders or prompts for students are outlined. When necessary, family members are notified in advance of classroom activities.</p> <p style="text-align: center;"><input type="radio"/></p> | <p style="text-align: center;">Unacceptable</p> <p>Candidate does not acknowledge, support, or follow components of digital citizenship for self or students. Family members are not notified in advance of classroom activities when it was necessary.</p> <p style="text-align: center;"><input type="radio"/></p> |

Comments on Part 2:

Part 3 - Unit-wide Disposition

College of Education and Public Policy

Disposition Assessment

You are now in Part 3. Please remember that you should complete Parts 2 and 3 for the FINAL evaluation ONLY.

Indicator 1: DEMOCRACY & COMMUNITY: Builds a community based on belief that each **child/adolescent (c/a)** can learn to high levels.

InTASC #2

CAEP 3.3

Target

Communicates through words and actions that each c/a can learn to high levels. Communicates faith in values, strengths, and competencies of each c/a and family. Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a.



ACCEPTABLE

Communicates through words and actions that each c/a can learn to high levels. Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.



UNACCEPTABLE

Communicates through words and actions that some (not all) c/a can learn to high levels. Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.



Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create inclusive classroom.

InTASC # 2

CAEP 3.3

TARGET

Value in culturally responsive practices is evident in delivery of instruction, such as cooperative learning, storytelling, and acceptance of code-switching in oral and written discourse. In conjunction with c/a, identifies biases in curricular materials, pedagogical practices, and assessments, and makes appropriate adjustments.



ACCEPTABLE

Supplements prescribed curriculum through integration of multicultural literature and content. Engages c/a in dialogue to find out their perceptions and understandings about the world and their place in it. Builds multiple perspectives into classroom activities and assignments.



UNACCEPTABLE

Displays a negative attitude towards diversity OR displays a superficial understanding of it. Perspective of dominant group dictates classroom materials, activities, and assignments.



Indicator 3: HABITS OF MIND: Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as a teacher.

InTASC # 9

TARGET

Independently reflects on effectiveness of teaching by asking critical questions.

Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning environment to grow as a professional.



ACCEPTABLE

Makes changes to practices in response to feedback.

Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and/or teacher research.



UNACCEPTABLE

Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities



Indicator 4: HABITS OF MIND: Committed to designing meaningful, intellectually engaging curriculum.

InTASC # 7

CAEP 3.3

TARGET

Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating). Ties together multiple concepts so that similarities and differences are understood by c/a.



ACCEPTABLE

Creates a context that is supportive in developing c/a's habits of mind. Encourages multiple pathways for solving problems. Judiciously utilizes worksheets or tests.



UNACCEPTABLE

Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate. Teaches one way to solve a problem and accepts only that method. Follows teaching manual, curriculum guides, or colleagues without evaluating potential engagement levels by c/a's.



Indicator 5: ADVOCACY:

Willingness to engage ethical responsibilities to help each child learn.

InTASC # 9

CAEP 3.3

| TARGET | ACCEPTABLE | UNACCEPTABLE |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Creates innovative solutions to issues of classroom complexity and learning environments. Collaborates with multiple stakeholders before developing a plan for success for a c/a. Consistently uses ethical guidelines to inform decision making. | Generates standard, technical, or traditional solutions to issues. Coordinates actions with colleagues to meet students' learning needs. Uses ethical guidelines, albeit inconsistently, in decision making. | Relies on others to identify issues and/or solutions. Important educational decisions are made independently without communicating with families or colleagues. Violates ethical guidelines such as confidentiality when making decisions. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicator 6: ADVOCACY: Persistent in advocating for and promoting the profession.

InTASC # 10

CAEP 3.3

| TARGET | ACCEPTABLE | UNACCEPTABLE |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Advocates for the mission of the school through involvement in events that extend beyond the school day. OR Engages in public pedagogy on educational issues or the teaching profession. | Projects positive view of profession to others. When appropriate, reframes negative comments about c/a, families, colleagues, or the profession. | Initiates or adds to negativity about c/a, families, colleagues, or profession, projecting a negative view of the profession to others. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

COMMENTS - FOR FINAL EVALUATION ONLY:

This is the most important part of the rating of the student teacher. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness to be a first-year teacher. The summary should include your recommendation of the student teacher's potential as a member of the profession. Please remember that many times candidates are required to include this as part of their job application packet.

FOR FINAL - Final Recommendation

- Recommend for licensing
- Recommend for licensing with reservations
- I do not recommend for licensing

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