

Art Endorsement Student Teaching Standards

Thank you for your role in the evaluation of our teacher education candidates' student teaching experience! To enhance the effective and accurate assessment of our candidates, in relation to their content knowledge and pedagogical knowledge and skills, the School of Education has documented the expectations for our candidates through the identification of standards that should be used as part of the assessment process.

Below you will find a listing of the Peru State College Conceptual Framework standard and their alignment to INTASC. You will also find specific standards from The Nebraska Department of Education's Rule 24 Guidelines for **Art Education** that have been aligned to our student teaching evaluation indicators. As you complete both the Content Studies and Pedagogical Studies sections of the evaluation, please critically analyze the student teaching candidate in relation to the specific standards listed below.

Again, thank you for your participation in this crucial aspect of our teacher education program. The School of Education appreciates your time and efforts.

Peru State College Conceptual Framework Outcomes Content Knowledge		
PERU-U.1.2.1	Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.	INTASC Standards 1, 2, 3, 4, 7, 8, 9
PERU-U.1.2.2	Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content area which creates meaningful learning experiences and productive student work.	INTASC Standards 2, 4, 7, 8
PERU-U.1.2.3	Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content area.	INTASC Standards 1, 8, 9

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

- A1. Demonstrate studio skills and an understanding of their own art making processes, qualities, and techniques using different media, styles, and form of expression;
- A2. Make meaningful interpretations and judgments about their own artworks and the works of other artists through written and oral discussions;
- A4. Demonstrate knowledge and an understanding of aesthetic and artistic purposes of art, including philosophical and ethical issues related to the visual arts;
- A5. Demonstrate knowledge and an understanding of contemporary art and the art world;
- A7. Demonstrate knowledge and an understanding of the use of traditional and new technologies within the visual arts and art education, including computer graphics, computer software, and the Internet within the visual arts and educational settings;

- B1. Demonstrate an understanding of the range of learning opportunities that a comprehensive approach to art education provides for students of various cultures, ages, abilities, and developmental levels;
- C1. Demonstrate an understanding of artistic development as a complex multidimensional process affected by physiological, experiential and social factors;
- C2. Demonstrate an understanding that established stages of artistic development in terms of both art making and response to art are general rather than specific and that each student, regardless of age, progresses on an individual basis in achieving art competencies;
- K1. Describe current developments in teaching and schooling at local, state, and national levels;
- O1. Articulate their teaching philosophy and the unique ways in which art learning contributes to cognitive, emotional and social growth;
- O6. Describe educational and art literature, including publications and Internet sites; and
- O9. Produce studio quality works of art.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

- B2. Develop instruction which makes traditional, popular, and contemporary art worlds accessible to students;
- C3. Demonstrate a repertoire of teaching strategies appropriate to the needs of all students, including those with different learning styles, and special needs;
- D1. Gather and use information through formal conferences and informal conversations with students, their families, other teachers, counselors, school psychologists and administrators to gain greater understanding of student needs;
- D2. Provide for differences in artistic and aesthetic responses of students to works of art and to the varying artistic and aesthetic values of different cultures;
- E1. Facilitate students in creating, experiencing, and understanding art which is relevant to their life activities and interests;
- E2. Insure that students have the physical, cognitive and emotional maturity to accomplish a task safely before allowing them access to any potentially hazardous materials or tools;
- E3. Develop challenging but realistic instruction experiences that are appropriate to individual levels of cognitive, artistic, emotional and physical development;
- F2. Make curricular decisions with consideration of national, state, and local curriculum standards and frameworks;
- F3. Organize, structure, and pace in-depth learning experiences in the classroom;
- F4. Develop short- and long-term instructional units as components of a comprehensive, sequential curriculum;
- F5. Demonstrate the inter-relatedness of curriculum, instruction, and assessment;
- F6. Describe curriculum resources produced by museum education departments and other publishers;
- F7. Select appropriate resources to implement one's own and district curricular goals;
- G1. Develop curriculum reflecting a breadth and depth understanding of art history, artists, and diverse cultures;
- G2. Develop curriculum that encompasses different forms of theoretical and philosophical approaches to art by making theories of art accessible to students;
- G3. Select works of art to support one's own teaching goals;
- G4. Evaluate the content of the art curriculum with regards to individual and societal issues;
- H1. Articulate how the art curriculum coordinates with the school, district and state curriculum guidelines; NAEA Goals; and National Standards;
- H2. Plan and implement art curriculum which is aligned with the Nebraska K-12 curriculum framework in visual arts;
- H4. Adapt, change, modify and select from a range of curricular options based on student needs;
- H5. Develop instructional units appropriate for all students;

- I2. Create instruction compatible with students' backgrounds, understandings, ages, and levels of development;
- J1. Create a physically, emotionally, and intellectually safe environment for all students, including those with special needs;
- J2. Create an instructional environment which reflects a respect for diversity;
- J3. Promote principles of fairness and equity;
- J4. Manage a classroom that allows for simultaneous activities that take place daily in today's diverse and changing classrooms;
- J6. Integrate a variety of instructional resources to enhance learning for all students;
- K2. Utilize classroom research to improve the quality of art instruction in their classrooms;
- M1. Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess skills and understandings central to the content of art;
- M2. Use multiple methods of assessment, both formal and informal, formative and summative, and a range of assessment strategies such as portfolios, journals, class critiques and discussions;
- M3. Use assessment as a joint venture through which both student and teacher understanding is enhanced;
- M4. Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings;
- M5. Assess higher-order thinking and problem solving as well as discrete skills, knowledge, and understandings;
- M6. Provide for the individuality of students and individual responses to assignments;
- M7. Provide for all students an equal opportunity to display what they know and can do in art, including displays for peers, family members, and the community;
- M8. Provide insightful critiques to students considering the learning and creative processes of student work as well as the finished product and in the context of previous work;
- M9. Model good assessment processes that assist students in assessing their own work and the work of their peers;
- M10. Provide recognition of a variety of student accomplishments and positive behaviors;
- N1. Assess the effectiveness of an art program with regard to program, school, and district goals;
- N2. Develop assessment strategies to deal with broad issues of program effectiveness;
- N3. Select and evaluate forms of communication needed to convey results to various audiences, including exhibits, portfolios, test scores;
- N4. Convey results in meaningful, understandable form appropriate for popular audiences;
- N5. Describe the importance of reporting results of assessments to students, families, administrators, and the public; and
- O3. Research different teaching strategies.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

- A6. Describe the value of studying artworks from popular culture, folk cultures, and other cultural groups;
- A8. Identify the multiple contexts in which art exists such as museums, galleries, and alternative educational settings, as well as within their own unique communities;
- H3. Describe how art interrelates with reading, writing, mathematics, science, and the social sciences;
- I1. Implement a comprehensive approach to art education that integrates art production, art history, aesthetics and art criticism;
- L1. Identify issues and art resources that can be explored in an interdisciplinary manner with other teachers;

- O5. Describe the importance of their active participation, as an art teacher, in policy committees, educational councils, and other collaborative efforts with other educational professionals and community members;
- O7. Collaborate with colleagues in the schools to foster a professional culture that has a significant place for the arts; and
- O8. Describe the value of working with educators from other schools, districts, colleges and universities, arts organizations and museums.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

- A3. Demonstrate an understanding of the cultural and historical contexts surrounding works of art;
- H9. Communicate the goals of the art curriculum to others;
- O4. Communicate to the larger community including school administrators, parents and colleagues in other disciplines the vital role that the visual arts play in education; and
- Q1. Describe the history of the profession and the foundations of art education.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

- F1. Develop curricular goals which reflect the necessity for students to have unique, informed and enriching experiences creating and responding to art, including the work of established artists and peers;
- G5. Provide student experiences in art which increase their understanding of historical, critical and aesthetic concepts;
- H6. Incorporate learning experiences that require higher order and critical thinking skills thereby enhancing student problem solving abilities;
- H7. Develop curriculum which provides opportunities for students to learn to work cooperatively as well as individually;
- H8. Communicate the variety of career options associated with the visual arts and their value in relation to civic, social and economic issues to students, parents, and the community at large;
- I3. Provide students opportunities to experiment with and expand their repertoires of media and techniques in their art making and to see the connections between their own approaches and those used by other artists;
- I4. Facilitate students in recognizing multiple ways that art elements and principles are used to create visual compositions which express ideas, themes, and subjects;
- I5. Facilitate students in learning to solve representational problems using different strategies such as working from memory and experience, with visual narratives, and from observation; using source material such as words, art and other references; working with different styles for greater expressiveness; and working symbolically and metaphorically;
- I6. Provide students opportunities to engage in the meaningful exploration, analysis, interpretation, and judgment of art, including making connections between the meanings in the world of art and in their own lives;
- I7. Provide students opportunities to become familiar with the history of art, specific artists and art forms of various cultures;
- I8. Engage students in thoughtful oral and written inquiry into the nature of art, including different forms of theoretical and philosophical approaches to art; and
- J5. Provide opportunities for students to take responsibility for their own learning, to inquire into the subject, and to learn and think in independent and productive ways.

Peru State College Conceptual Framework Outcomes
Pedagogical Knowledge/Skills

PERU-U.1.3.1	Teacher education candidates understand human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.	INTASC Standards 2, 3, 8
PERU-U.1.3.2	Teacher education candidates design classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.	INTASC Standards 2, 4, 5, 6, 7
PERU-U.1.3.3	Teacher education candidates utilize standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.	INTASC Standards 1, 2, 3, 7
PERU-U.1.3.4	Teacher education candidates design and teach lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.	INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9
PERU-U.1.3.5	Teacher education candidates design and implement a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.	INTASC Standards 2, 4, 7, 8
PERU-U.1.3.6	Teacher education candidates create a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students' interest and engagement and minimize student off-task behavior.	INTASC Standards 5, 6, 9, 10
PERU-U.1.3.7	Teacher education candidates employ multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.	INTASC Standards 2, 4, 5, 7