

CAL POLY HUMBOLDT

School of Education, Secondary Education Credential Program

Subject Specific Pedagogy Fieldwork Assessment *ART*

Candidate Name:

Date:

Supervisor Name:

Class/Grade:

Mentor Name:

School:

Contact #:

Directions: The Student Teacher (ST), Mentor Teacher (MT), and University Supervisor (US) shall conduct a three-way meeting to evaluate student teacher performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach a consensus of their recommendation below. If a criterion is unobserved by the supervisor, they may ask for examples of its occurrence from the mentor teacher and the student teacher. *NOTE: For the **Fall Mid-Semester**, ST's should be evaluated in how they **assist** the MT in modeling these TPEs.*

Performance Criteria: *Ratings are for performance as **student teachers**. Include areas of strength/growth in the space provided. Evaluate TPEs observed on the following scale: 4 = Distinguished; 3 = Proficient; 2 = Basic; 1 = Unsatisfactory*

| California Teaching Performance Expectations (TPE) Part II: Teaching Visual and Performing Art | ST | MT | US |
|---|----|----|----|
| <p>Visual and Performing Arts Narrative</p> <p><i>(US write a narrative here [site specific examples when appropriate] and rate the ST on the following scale: 4=Distinguished; 3=Proficient; 2=Basic; 1=Unsatisfactory)</i></p> | | | |

Candidates will be able to:

- Demonstrate the ability to teach the state-adopted standards for art and applicable English Language Development Standards. They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the state standards for art.
- Design instruction that engages students through inquiry in researching for information and resources needed to explore an artistic question; support students' development in creative processes, artistic skills and techniques; and support students' literacy in expression and communication of ideas in both written and visual forms.
- Model and encourage student creativity, flexibility, collaboration, and persistence in solving artistic problems given to them and of their own making.
- Provide secure and safe environments that allow students to take risks and approach artistic, design, or aesthetic problems in multiple ways.
- Provide explanations, demonstrations, and planned activities that serve to involve students in learning experiences that help students process and respond to sensory information through the languages and skills unique to the visual arts.
- Build students' creative problem-solving process and skills, innovative and critical thinking, communication, and collaborative and technical skills through engagement of translating thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques.
- Establish, teach, and monitor procedures for the safe care, use, and storage of art equipment and materials used during the creative process.
- Understand and are able to teach students about the historical, cultural, and contemporary contributions and dimensions of art, providing insights into the role and development of the visual arts in past and present contexts throughout the world. They emphasize the contributions of art to historical and contemporary culture, society, and the economy, especially in California.
- Guide students as they make informed critical judgments, evaluations, and responses about the quality, impact, and success of artworks through perceiving, analyzing, and applying differing sets of criteria.
- Provide their students with the skills and knowledge to develop their own relevant criteria for evaluating a work of art, design, or collection of works. They assure that students are provided access to works of art that are broadly representative of cultural diversity.
- Teach students to independently read both literal text and visual texts and comprehend and evaluate instructional materials that include increasingly complex subject relevant texts, visual and written, and graphic/media representations presented in diverse formats.
- Teach students to write evaluative, argumentative, and expository visual arts texts, and create visual images and/or structures or curate a collection of objects/images to express views, statements, or facts.
- Provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool.
- Raise students' awareness of ethical responsibilities and safety issues when sharing images and other materials through the Internet and other communication format.
- Demonstrate and teach an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to creating works of arts and design.
- Understand how to design and implement instruction for their students to uncover the connections of visual arts content and skills to college and career opportunities, life skills, and lifelong learning.
- Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom
- Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

_____ The candidate is qualified to continue in the program.

_____ The candidate is allowed to continue in the program under a PIP addressing areas of concern.

_____ The candidate is **not** qualified to continue in the program (see attached explanation).

Student Teacher

Mentor Teacher

University Supervisor