

INTASC/SoE Principles Assessment of Preservice Teachers' Accomplishments in Art Education

A Component of Indiana University's School of Education Unit Assessment System

| Principles | Addressed/Evaluated | Source of Evidence | Criteria |
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| <p><i>INTASC Principle 1.1</i> Understands central concepts, tools of inquiry, and structure of discipline(s).</p> <p><i>INTASC Principle 1.2</i> Creates learning experiences that make these aspects of subject matter meaningful for students.</p> | <p><i>INTASC Principle 1.1</i> General education course requirements for entry into the program</p> <p><i>INTASC Principle 1.2</i> NA</p> | <p><i>INTASC Principle 1.1</i></p> <ul style="list-style-type: none"> • Before entry into program, completes required general education courses with a minimum GPA of 2.5 <u>and</u> passage of Praxis I basic skills test. <p><i>INTASC Principle 1.2</i> NA</p> | <p><i>INTASC Principle 1.1</i></p> <ul style="list-style-type: none"> • See: IU Care <p><i>INTASC Principle 1.2</i> NA</p> |
| <p><i>INTASC Principle 2.1</i> Understands how children learn and develop.</p> <p><i>INTASC Principle 2.2</i> Provides learning opportunities that support student's intellectual, social, and personal development.</p> | <p><i>INTASC Principle 2.1</i> M130, M101 M330, M301,</p> <p><i>INTASC Principle 2.2</i> M130; M330; M430</p> | <p><i>INTASC Principle 2.1</i></p> <ul style="list-style-type: none"> • Passes exam or completes papers and/or projects covering child and artistic development. <p><i>INTASC Principle 2.2</i></p> <ul style="list-style-type: none"> • Field based observations, and assignments • Working portfolios for M130 and M330 • Final portfolio M430 | <p><i>INTASC Principle 2.1</i></p> <ul style="list-style-type: none"> • Observation form • Mini-case study assignment • Characterization of child art work • Paper/project evaluation criteria <p><i>INTASC Principle 2.2</i></p> <ul style="list-style-type: none"> • Portfolio Rubrics • Field Experiences Rubric |
| <p><i>INTASC Principle 3.1</i> Understands how students differ in their approaches to learning.</p> <p><i>INTASC Principle 3.2</i> Creates instructional opportunities adapted to diverse learners.</p> | <p><i>INTASC Principle 3.1</i> M330, M430</p> <p><i>INTASC Principle 3.2</i> M101, M301, M401,</p> | <p><i>INTASC Principle 3.1</i></p> <ul style="list-style-type: none"> • Read, analyze, and complete papers and/or projects that address issues of working with culturally/linguistically diverse students, including students with exceptionalities and disabilities. <p><i>INTASC Principle 3.2</i></p> <ul style="list-style-type: none"> • Successfully creates and implements instructional activities and/or lessons in visual arts tailored to the needs of diverse learners. | <p><i>INTASC Principle 3.1</i></p> <ul style="list-style-type: none"> • Rubrics for written reflections on readings • Checklist for papers and projects <p><i>INTASC Principle 3.2</i></p> <ul style="list-style-type: none"> • Lesson plan rubrics • Field experience observation criteria |

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| <p><i>INTASC Principle 4.1</i> Understands a variety of instructional strategies that develop students' critical thinking, problem solving, and performance skills.</p> <p><i>INTASC Principle 4.2</i> Uses a variety of instructional strategies that develop students' critical thinking, problem solving, and performance skills.</p> | <p><i>INTASC Principle 4.1</i> M330, M430</p> <p><i>INTASC Principle 4.2</i> M301, M401.</p> | <p><i>INTASC Principle 4.1</i></p> <ul style="list-style-type: none"> • Completes lessons plans and/or projects focused on instruction in visual arts. <p><i>INTASC Principle 4.2</i></p> <ul style="list-style-type: none"> • Plans and implements early field experiences and instructional activities and/or lesson plans in visual arts that emphasize problem solving and critical thinking. | <p><i>INTASC Principle 4.1</i> <i>Lesson/projects rubrics</i></p> <p><i>INTASC Principle 4.2</i></p> <ul style="list-style-type: none"> • Early field experience observation rubrics |
| <p><i>INTASC Principle 5.1</i> Understands individual and group motivation and behavior.</p> <p><i>INTASC Principle 5.2</i> Uses this knowledge to create an appropriate learning environment that encourages students' positive social interaction, active engagement in learning, and self-motivation.</p> | <p><i>INTASC Principle 5.1</i> M330, M430</p> <p><i>INTASC Principle 5.2</i> M301, M401</p> | <p><i>INTASC Principle 5.1</i></p> <ul style="list-style-type: none"> • Successfully completes peer teaching that demonstrates knowledge of motivational techniques in order to make connections to individual learners. <p><i>INTASC Principle 5.2</i></p> <ul style="list-style-type: none"> • Creates a classroom environment that encourages positive social interaction, active learning and self-motivation in their early field experiences. | <p><i>INTASC Principle 5.1</i></p> <ul style="list-style-type: none"> • Peer teaching rubrics <p><i>INTASC Principle 5.2</i></p> <ul style="list-style-type: none"> • Early Field experience rubrics • Student teaching evaluation criteria |
| <p><i>INTASC Principle 6.1</i> Understands effective verbal, nonverbal, and media communication techniques.</p> <p><i>INTASC Principle 6.2</i> Uses this knowledge to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> | <p><i>INTASC Principle 6.1</i> M330</p> <p><i>INTASC Principle 6.2</i> M301, M401</p> | <p><i>INTASC Principle 6.1</i></p> <ul style="list-style-type: none"> • Completes projects and lesson plans that incorporate the use of images, and a variety of other media to support active learning. <p><i>INTASC Principle 6.2</i></p> <ul style="list-style-type: none"> • Plans and implements instructional activities and/or lesson plans in visual arts that foster active inquiry, collaboration, and supportive interaction. | <p><i>INTASC Principle 6.1</i></p> <ul style="list-style-type: none"> • Visual file rubrics • Technology check list • Working portfolio rubric <p><i>INTASC Principle 6.2</i></p> <ul style="list-style-type: none"> • Early field experience rubrics |
| <p><i>INTASC Principle 7.1</i> Plans appropriate instruction based on knowledge of subject matter, students, community, and school's curriculum goals.</p> | <p><i>INTASC Principle 7.1</i> M130 M330, M430</p> | <p><i>INTASC Principle 7.1</i></p> <ul style="list-style-type: none"> • Completes projects and lesson plans that take into account the creative arts of local communities and cultural groups. | <p><i>INTASC Principle 7.1</i></p> <ul style="list-style-type: none"> • Lesson plan evaluation rubric • Community observation checklist |

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| <p><i>INTASC Principle 8.1</i> Understands formal and informal assessment strategies.</p> <p><i>INTASC Principle 8.2</i> Uses this knowledge to evaluate intellectual, social, and physical development of students.</p> <p><i>INTASC Principle 8.3</i> Uses this knowledge to ensure continuous intellectual, social, and physical development of learners.</p> | <p><i>INTASC Principle 8.1</i> M130, M101 M330, M430, M401</p> <p><i>INTASC Principle 8.2</i> M401</p> <p><i>INTASC Principle 8.3</i> M401</p> | <p><i>INTASC Principle 8.1</i></p> <ul style="list-style-type: none"> • Designs and implements assessment strategies both in course work and field experiences; • Initiate professional portfolios that include examples of assessment techniques specific to the visual arts. <p><i>INTASC Principle 8.2</i></p> <ul style="list-style-type: none"> • Plans and implements instructional activities and/or lesson plans in visual arts that evaluate intellectual, social, and physical development of students <p><i>INTASC Principle 8.3</i></p> <ul style="list-style-type: none"> • Plans and implements instructional activities and/or lesson plans in visual arts that ensure continuous intellectual, social, and physical development of learners. | <p><i>INTASC Principle 8.1</i></p> <ul style="list-style-type: none"> • Alternative assessment field experience rubric • Early field experience rubric • Final Portfolio evaluation rubric <p><i>INTASC Principle 8.2</i></p> <ul style="list-style-type: none"> • Early field observation rubric <p><i>INTASC Principle 8.3</i></p> <ul style="list-style-type: none"> • Early field observation rubric |
| <p><i>INTASC Principle 9.1</i> Is a reflective practitioner who continually evaluates effects of his/her choices and actions on others (students, parents, other professionals in learning community).</p> <p><i>INTASC Principle 9.2</i> Seeks out opportunities to grow professionally.</p> | <p><i>INTASC Principle 9.1</i> M130, M330, M301, M430</p> <p><i>INTASC Principle 9.2</i> M401</p> | <p><i>INTASC Principle 9.1</i></p> <ul style="list-style-type: none"> • During field placements demonstrates thoughtful self-reflection on effects of instructional choices and actions on students. • During student teaching, demonstrates thoughtful self-reflection on effects of choices and actions on parents, and other professionals in the learning community. <p><i>INTASC Principle 9.2</i></p> <ul style="list-style-type: none"> • Begins and completes professional development portfolio | <p><i>INTASC Principle 9.1</i></p> <ul style="list-style-type: none"> • Philosophy statement rubric • Reading assignment on reflective teaching rubric • Reflective journal grading form <p><i>INTASC Principle 9.2</i></p> <ul style="list-style-type: none"> • Portfolio completion rubrics |
| <p><i>INTASC Principle 10.1</i> Fosters relationships with parents and agencies in the community to support students' learning and well-being.</p> <p><i>INTASC Principle 10.2</i> Fosters relationships with school colleagues to support students' learning & well-being.</p> | <p><i>INTASC Principle 10.1</i> M330, M301</p> <p><i>INTASC Principle 10.2</i> M401</p> | <p><i>INTASC Principle 10.1</i></p> <ul style="list-style-type: none"> • Fosters relationships to the larger community through field experiences in the community. <p><i>INTASC Principle 10.2</i></p> <ul style="list-style-type: none"> • Demonstrates positive relationship with mentor teachers and school staff through their early field experiences. | <p><i>INTASC Principle 10.1</i></p> <ul style="list-style-type: none"> • Journal evaluation rubrics • Saturday Art field experience evaluation form <p><i>INTASC Principle 10.2</i></p> <ul style="list-style-type: none"> • Mentor teacher evaluation form |

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| <p><i>Technology Principle</i> Uses appropriate technology to foster students' learning.</p> | <p><i>Technology Principle</i> M130, M330, M430</p> | <p><i>Technology Principle</i></p> <ul style="list-style-type: none"> • Practices using the web as a source for resources (e.g. lesson plans and visual images). • Learns to use critical criteria for judging web sources | <p><i>Technology Principle</i></p> <ul style="list-style-type: none"> • Web sources checklist • Web sources critical evaluation form. |
| <p><i>SOE Guiding Principle 1.1</i> Fosters a sense of community when teaching students.</p> <p><i>SOE Guiding Principle 1.2</i> Fosters a sense of community when working with colleagues and faculty members.</p> | <p><i>SOE Guiding Principle 1.1</i> See INTASC Principles 5.2 & 6.2 above</p> <p><i>SOE Guiding Principle 1.2</i> See INTASC Principle 10.2 above</p> | <p><i>SOE Guiding Principle 1.1</i> See INTASC Principles 5.2 & 6.2 above</p> <p><i>SOE Guiding Principle 1.2</i> See INTASC Principle 10.2 above</p> | <p><i>SOE Guiding Principle 1.1</i> See INTASC Principles 5.2 & 6.2 above</p> <p><i>SOE Guiding Principle 1.2</i> See INTASC Principle 10.2 above</p> |
| <p><i>SOE Guiding Principle 2.1</i> Has social and educational visions that are connected to reflective practice.</p> | <p><i>SOE Guiding Principle 2.1</i> See INTASC Principle 9.1 above</p> | <p><i>SOE Guiding Principle 2.1</i> See INTASC Principle 9.1 above</p> | <p><i>SOE Guiding Principle 2.1</i> See INTASC Principle 9.1 above</p> |
| <p><i>SOE Guiding Principle 3.1</i> Is intellectually curious.</p> <p><i>SOE Guiding Principle 3.2</i> Appreciates the complexity of teaching & learning.</p> | <p><i>SOE Guiding Principle 3.1</i> See INTASC Principle 9.1, & 9.2 above</p> <p><i>SOE Guiding Principle 3.2</i> See INTASC Principle 5.2 & 7.1 above</p> | <p><i>SOE Guiding Principle 3.1</i> See INTASC Principle 9.1, & 9.2 above</p> <p><i>SOE Guiding Principle 3.2</i> See INTASC Principle 5.2 & 7.1 above</p> | <p><i>SOE Guiding Principle 3.1</i> See INTASC Principle 9.1, & 9.2 above</p> <p><i>SOE Guiding Principle 3.2</i> See INTASC Principle 5.2 & 7.1 above</p> |
| <p><i>SOE Guiding Principle 4.1</i> Has observed and worked with students of varied ability levels in diverse settings.</p> | <p><i>SOE Guiding Principle 4.1</i> See INTASC Principles 2.2, 3.2, 4.2, 5.2, 6.2, & 9.2 above</p> | <p><i>SOE Guiding Principle 4.1</i> See INTASC Principles 2.2, 3.2, 4.2, 5.2, 6.2, & 9.2 above</p> | <p><i>SOE Guiding Principle 4.1</i> See INTASC Principles 2.2, 3.2, 4.2, 5.2, 6.2, & 9.2 above</p> |
| <p><i>SOE Guiding Principle 5.1</i> Understands the nature of the disciplines s/he teaches.</p> <p><i>SOE Guiding Principle 5.2</i> Understands how students can differ in their approaches to learning.</p> <p><i>SOE Guiding Principle 5.3</i></p> | <p><i>SOE Guiding Principle 5.1</i> See INTASC Principle 1.1 above</p> <p><i>SOE Guiding Principle 5.2</i> See INTASC Principle 3.1 above</p> | <p><i>SOE Guiding Principle 5.1</i> See INTASC Principle 1.1 above</p> <p><i>SOE Guiding Principle 5.2</i> See INTASC Principle 3.1 above</p> | <p><i>SOE Guiding Principle 5.1</i> See INTASC Principle 1.1 above</p> <p><i>SOE Guiding Principle 5.2</i> See INTASC Principle 3.1 above</p> |

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| Is sensitive to students' individual learning styles and their diversity. | <i>SOE Guiding Principle 5.3</i> See INTASC Principle 3.2 above | <i>SOE Guiding Principle 5.3</i> See INTASC Principle 3.2 above | <i>SOE Guiding Principle 5.3</i> See INTASC Principle 3.2 above |
| <i>SOE Guiding Principle 6.1</i> Assumes responsibility for own learning and continued development. | <i>SOE Guiding Principle 6.1</i> See INTASC Principle 9.2 above | <i>SOE Guiding Principle 6.1</i> See INTASC Principle 9.2 above | <i>SOE Guiding Principle 6.1</i> See INTASC Principle 9.2 above |