

University Supervisor completes with final assessment; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience.

Please download the needed rubric from the PLNU Clinical Practice website at www.plnusoe.com.

Art Competency Assessment

Teacher Candidate:

University Supervisor/CT:

Date:

Clinical Practice Phase I

Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed/Comments</i>
<i>1. Standards</i>	Demonstrates the ability to teach the state-adopted standards for art and applicable English Language Development Standards to allow them to meet or exceed these standards.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>2. Instructional Design</i>	Designs instruction that engages students through inquiry in researching for information and resources needed to explore an artistic question.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

						Initial: Date:
<i>3. Skills/Creativity</i>	Supports students' development in creative processes, artistic skills and techniques.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>4. Expression/Communication</i>	Support students' literacy in expression and communication of ideas in both written and visual forms.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>5. Problem Solving Elements</i>	Models and encourages student creativity, flexibility, and persistence in solving artistic problems given to them and of their own making.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>6. Environment</i>	Provides a secure environment that allows students to take risks and approach aesthetic problems in multiple ways.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>7. Instructional Delivery</i>	Provides explanations, demonstrations, and planned activities that serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>8. Problem Solving Skills</i>	Builds 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.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>9. Equipment & Materials</i>	Establishes and monitor procedures for the safe care, use, and storage of art equipment and materials.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>10. Historical Contributions</i>	Understands and teaches students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>11. Economic Contributions</i>	Designs instruction that emphasizes the contributions of art to culture, society, and the economy, especially in California.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>12. Analysis & Critique</i>	Designs instruction that guides 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.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>13. Evaluation Skills</i>	Provides students with the skills and knowledge to develop their own relevant criteria for evaluating a work of art, design, or collection of works.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>14. Cultural Diversity</i>	Assures that students are provided access to works of art that are broadly representative of cultural diversity.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>15. Reading Texts</i>	Teaches 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.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>16. Writing</i>	Teaches 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.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>17. Technology/ Media</i>	Provides students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool; raises students' awareness of ethical responsibilities and safety issues when sharing images and other materials through the Internet and other communication formats; teaches 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.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>18. Connections</i>	Demonstrates an ability to connect and apply what is learned in the visual arts to other subject areas.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>19. Opportunities</i>	Understands how to relate the visual arts to life skills and lifelong learning; provides information about opportunities for careers in art.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

This Teacher Candidate has completed all competencies for Art.

University Supervisor or Mentor teacher Signature: _____ Date: _____