**UW-Stout School of Education**

**Pre-Student Teaching Assessment**

**Teacher Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Susan Buss\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID: \_\_\_\_\_\_\_\_0714344\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_12/2/2020\_\_\_\_\_\_ Cooperating Teacher: \_\_Robert Buss, Ann Oberding\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Placement site: \_\_\_\_\_\_\_\_\_St PAUL’S Lutheran School\_\_\_\_\_\_\_\_\_\_\_**

**Choose One: Midterm**☐ **Final**X **Licensure Program/Certification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Pk-12 Art Education\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **PERFORMANCE RATING KEY** | | | | | | |
| Please select the rating that best represents your assessment of the Teacher Candidate’s performance based on  the InTASC, Wisconsin Teacher Standards and related Danielson Domains/Components.  **The expectation for acceptable performance of a pre-student teacher is a rating of “E” or Emerging.** | | | | | | |
| **Not Applicable (NA)**  The knowledge or skill was not observed during pre-student teaching | **Unsatisfactory (U)**  Does NOT demonstrate the knowledge and skills expected of a pre-student teacher. | **Emerging (E)**  Demonstrates the knowledge and skills expected of a pre-student teacher with regular supervision and support required. | | | **Basic (B)**  Frequently exceeds the knowledge and skills expected of a pre-student teacher with some supervision or support required. Performs at the level of a competent pre-student teacher. | **Proficient (P)**  Consistently exceeds the knowledge and skills expected of a pre-student teacher with minimal supervision or support required |
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|  | | | **Rating** | **Cooperating Teacher Comments** | | |
| **1. Learner Development**  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (WI Standard 1)  SCHOOL OF EDUCATION | | | X P  □ B  □ E  □ U  □ NA | There is always room to learn and grow not only for students but for educators. I do feel that I am proficient in understanding learner development. I am able to modify and adapt my lessons for students that need more challenge or need modifications to fit the learning style of a specific student. | | |

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| **2. Learning Differences**  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (WI Standard 2) | □ P  X B  □ E  □ U  □ NA | In my field experience there is some diversity and some students that have exceptionalities. The curriculum I have created includes a variety of artists from a variety of backgrounds, techniques, and skills. The introduction of these artists is the basis of the lesson. An even more diverse group of artists, diverse cultures and traditions and/or skills with the inclusion of students’ traditions and communities, in an addition to the curriculum would enhance student learning. |
| **3. Learning Environments**  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. (WI Standard 3) | □ P  X B  □ E  □ U  □ NA | Under my instruction students are encouraged to share their Ideas and understanding through discussion and brainstorming sessions. Students work collaboratively to share ideas students are also encouraged to support each other in learning by having social interactions with those they are learning with. Students are also guided to think critically and offer problem solving strategies to their peers with my guidance. |
| **4. Content Knowledge**  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (WI Standard 4) | X P  □ B  □ E  □ U  □ NA | I question students to further learning in guided instruction. The information and demonstrations are repeated often and students are to explain in their words their understanding. Students are then either assessed formatively in the guided instruction. Students are also encouraged to ask clarifying questions. I provide a learning environment where students are comfortable with asking questions for better understanding. |
| **5. Application of Content**  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (WI Standard 5 | X P  □ B  □ E  □ U  □ NA | I created a curriculum that is interdisciplinary and creatively connects learning in all academic areas. Students are encouraged to critically think and problem solve art project approaches with materials and creative solutions. Global and authentic local connections are made through the introduction of specific artists, cultures, traditions, or skills. |
| **6. Assessment**  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (WI Standard 6) | □ P  X B  □ E  □ U  □ NA | In my assessment of student work I utilize summative critiques, informal formative suggestions, checklists, questionnaires, and rubrics in which to grade summatively. I feel most weak in this area of instruction. |

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| **7. Planning for Instruction**  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (WI Standard 7) | X P  □ B  □ E  □ U  □ NA | I create positive relationships with my students, and modify or adapt when appropriate. I understand their learning capabilities and integrate other academic areas of learning. Previous knowledge is scaffolded to new learning. Connections to a foundation in art history or contemporary art inspiration as well as in writing, math, science, and cultural studies and skills. I |
| **8. Instructional Strategies**  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (WI Standard 8) | X P  □ B  □ E  □ U  □ NA | I use a variety of of strategies for learning. I introduce the inspiration for the lesson with a presentation of visual images and we discuss what is viewed. Students then are given a demonstration and the project is described, and step by step sequence in constructing or creating the project is explained. In assessments like critique, formative or summative, or checklists or survey students reflect on their learning. Lesson instructions and keep concepts are repeated and clarifying and connections in learning are made through discussions. |
| **9. Professional Learning and Ethical Practice**  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (WI Standard 9) | X P  □ B  □ E  □ U  □ NA | I continually seek professional development. I uphold a studio art practice. I investigate and research new approaches to art concepts, theories, projects, and skills. I volunteer my time where it will benefit my students and my learning and my community. |
| **10. Leadership and Collaboration**  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (WI Standard 10;) | X P  □ B  □ E  □ U  □ NA | I seek and uphold leadership roles in the classroom and in the school community. I am responsible for the delivery of the content of my curriculum and how best to serve my learners, their families, my co-workers, my administration, and the members of the community and church. I foster communication and maintain a positive professional level when working with others. |

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| **11. Use of Technology** The teacher uses instructional technology in a legal and ethical manner to maintain records, design activities, facilitate learning, use data, and inspire students to positively contribute to and participate in a digital world (ISTE Standard 3, 5, 6, 7).  **International Society for Technology in Education (ISTE) Standards #3** Educators inspire students to positively contribute to and responsibly participate in the digital world.  **#5** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.  #6 Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.  #7 Educators understand and use data to drive their instruction and support students in achieving their learning goals. | X P  □ B  □ E  □ U  □ NA | I use instructional tools such as a projector to introduce the inspiration for the students' learning and projects. The slides are created in powerpoint. The delivery for online learning involves video recording of my lessons, posting on a website, maintaining the website, blogging for my classroom, promoting and advocating my arts program via social media. The students' art work is shared on the *Artsonia* platform. My grading and communication with parents takes place in our academic management platform, Jupiter. I have hosted Zoom meetings for administration. |
| **12. Improving Use of Technology** The teacher collaborates with others and provides leadership to continually improve practices that leverage instructional technology (ISTE Standard 1, 2, 4).  **International Society for Technology in Education (ISTE) Standards #1** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.  **#2** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. **#4** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. | □ P  X B  □ E  □ U  □ NA | I am constantly learning. During this time of lockdowns, shut downs, my school continued to provide the students with access to learning. It has been an opportunity in which I learned to become flexible and promote new learning within myself in order to provide instruction in a variety of delivery methods. I have not used google classroom or zoom type meetings with or for students (I have hosted Zoom meetings as a the president of the Parent Teacher Organization) |
| **COMMENTS:** | | |



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**Student Signature Date**

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**Cooperating Teacher Signature Date**

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**University Supervisor Signature Date**

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