

EDUC466/ART325 Assessment	Attributes of a highly successful educator	Attributes of a successful educator	Attributes of a developing educator	Attributes of an art education student
<p>Engage and persist: Demonstrates ability to embrace problems of relevance in art and teaching; as well as show focus and other mental states conducive to working and persevering at tasks.</p> <p>Dependable: Demonstrates respect for self, others and profession</p>	<p>-Fully engaged consistently in class discussions, art making, and teaching.</p> <p>-Always persists effectively with ideas, planning, development, and execution of art, class assignments, TWS, lesson plans, and teaching.</p> <p>-Highly dependable in all aspects of learning and teaching; never is late or tardy for class, assignments, lesson plans, and teaching.</p>	<p>-Fully engaged often in class discussions and teaching.</p> <p>-Often persists effectively with ideas, planning, development, and execution of assignments and lesson plans.</p> <p>-Strongly dependable in many aspects of learning and teaching; rarely is late or tardy for class, assignments, lesson plans and teaching.</p>	<p>-Fairly engaged in a little more than half of class discussions and teaching.</p> <p>-Somewhat persists in a generally effectively manner with ideas, planning, development, and execution of assignments and lesson plans.</p> <p>-Not always dependable in several aspects of learning and teaching; is sometimes late or tardy for class, assignments, lesson plans and teaching.</p>	<p>-Sometimes engaged in half or less of class discussions and teaching.</p> <p>-Somewhat persists in a sometimes effective manner with ideas, planning, development, and execution of assignments and lesson plans.</p> <p>-Not always dependable in many aspects of learning and teaching; is often late or tardy for class, assignments, lesson plans and teaching.</p>
<p>Reflect and evaluative: Demonstrates ability to think and talk about one’s learning and teaching and judge it in relation to standards of the field.</p> <p>Observe: Demonstrate attention to contexts more closely than “ordinary looking” requires to see the unseen.</p> <p>Envision and plan: Demonstrate the ability to see/consider the next steps in art making and teaching.</p>	<p>-Deeply reflective and evaluative in all aspects of journal entries, class discussions, sketchbook-journal, TWS, lesson planning and teaching, art making, and assessment of learning and teaching.</p> <p>-Thoughtfully observe, envision, and plan in all aspects of learning and teaching; journal entries, class discussions, sketchbook-journal, TWS, lesson planning and teaching, art making, and assessment of learning and teaching.</p>	<p>-Purposefully reflective and evaluative in all aspects of journal entries, class discussions, sketchbook-journal, TWS, lesson planning and teaching, art making, and assessment of learning and teaching.</p> <p>Carefully observe, envision, and plan in all aspects of learning and teaching; journal entries, class discussions, sketchbook-journal, TWS, lesson planning and teaching, art making, and assessment of learning and teaching.</p>	<p>-Mostly reflective and evaluative in many aspects of journal entries, class discussions, sketchbook-journal, TWS, lesson planning and teaching, art making, and assessment of learning and teaching.</p> <p>-Selectively observe, envision, and plan in many aspects of learning and teaching; journal entries, class discussions, sketchbook-journal, TWS, lesson planning and teaching, art making, and assessment of learning and teaching.</p>	<p>-Sometimes reflective and evaluative in some aspects of journal entries, class discussions, sketchbook-journal, TWS, lesson planning and teaching, art making, and assessment of learning and teaching.</p> <p>-Not careful in observing, envisioning, and planning in most learning and teaching; journal entries, class discussions, sketchbook-journal, TWS, lesson planning and teaching, art making, and assessment of learning and teaching.</p>
<p>Understanding: Demonstrates knowledge of art history, studio practices and educational theories and methodologies.</p> <p>Express: Demonstrates ability to convey meaning (of content knowledge) in all work and teaching.</p>	<p>-Full understanding consistently demonstrated in lesson planning/education and art history concepts and methodologies; as well as knowledge of art materials, processes, and techniques.</p> <p>-Accurately and clearly express consistently, concepts and meaning in journal entries, class discussions, sketchbook-journal, TWS, lesson planning and teaching, art making, and assessment of learning and teaching.</p>	<p>-Strong understanding consistently demonstrated in lesson planning/education and art history concepts and methodologies; as well as knowledge of art materials, processes, and techniques.</p> <p>-Carefully and clearly express consistently, concepts and meaning in journal entries, class discussions, sketchbook-journal, TWS, lesson planning and teaching, art making, and assessment of learning and teaching.</p>	<p>-Good understanding mostly demonstrated in lesson planning/education and art history concepts and methodologies; as well as knowledge of art materials, processes, and techniques.</p> <p>-Mostly careful expressing concepts and meaning in journal entries, class discussions, sketchbook-journal, TWS, lesson planning and teaching, art making, and assessment of learning and teaching.</p>	<p>-Fair understanding sometimes demonstrated in lesson planning/education and art history concepts and methodologies; as well as knowledge of art materials, processes, and techniques.</p> <p>-Often unsuccessful expressing concepts and meaning in journal entries, class discussions, sketchbook-journal, TWS, lesson planning and teaching, art making, and assessment of learning and teaching.</p>

Art Education Assessment and Portfolio Reviews will occur three times during the semester.

1st Presentation of Learning – This is a written assessment based on the attached rubric. You must clearly articulate your growth and development in each of the learning areas described in the assessment rubric. You should have clearly evidence to support your assessment. This evidence will not be presented at the first assessment; but you will need it to reflect on and compile your first evaluation of your progress of student learning.

2nd Presentation of Learning – This is a face-to-face meeting that you will conduct. Using the attached rubric you will again consider and present an assessment of your learning in each of the learning areas described in the rubric. During this conference you will present evidence to demonstrate how you arrived at your conclusions.

3rd Presentation of Learning – This is a presentation that you will give to the class. Using the attached rubric you will consider and present a final assessment of your learning. During this presentation you will provide evidence to demonstrate how you arrived at your conclusions.

Portfolio items ([engage and persist](#)) might include:

- Records of attendance and timeliness ([dependable](#))
- Copies of assignments and lesson plans that demonstrate [envisioning](#), [understanding](#), and quality of [planning](#), concepts and methodologies
- Sketchbook/journal pages that demonstrate ideation ([envisioning](#)), [planning](#) and exploration ([reflection and evaluation](#)) of content
- Blog pages ([express](#)) that demonstrate teaching and learning
- Art work ([express](#)) that demonstrates exploration, [understanding](#), and [evaluation](#) of art concepts, materials and processes/techniques
- Journal entries that demonstrate [observation](#) and [reflective/evaluative](#) practice

Qualification of terms:

Full/Fully: To the greatest degree; demonstrates exception in action

High/Highly: To the greatest degree; demonstrates excellence

Deeply: Thorough and considerable intent; profound

Effective: Producing intended or expected result

Thoughtful: Measured and mindful reflection

Consistent: Holding firmly completely

Accurately: Without fault; correct and not open to interpretation

Clear/Clearly: Free of misunderstanding

Careful/Carefully: Exact; accurate with attention to detail

Strong/Strongly: Vigorous; robust; highly competent and confident

Purposefully: Significantly; determined and resolute; full of meaning

Good: Satisfactory in quality; proper

Selective/Selectively: Of specific value or purpose; no regard to other possibilities

Fair: Neither excellent nor poor in quality; moderately good

Somewhat: Not fully realized or understood; a degree of

Unsuccessful: Not able to achieve expected result(s)

Always: 100% of the time

Most/mostly: 95% of the time

Often: 90% of the time

Sometimes: 80% of the time