

# LESSON OBSERVATION REPORT (ART): TEACHING/LEARNING SITUATION

Developed Utilizing CEP Teacher Candidate Quality Standards Rubric (2018-2019)

Teacher Candidate's Name \_\_\_\_\_ Observer \_\_\_\_\_

Date \_\_\_\_\_ Observation # \_\_\_\_\_

- What is the learning target for the day?
- Does the student teacher meet the target?

**KEY: N/O = Not observed    E = Emergent    D = Developing    P = Proficient    A = Accomplished**

1. Demonstration of Mastery of Pedagogical Expertise in the Content	N/O	E	D	P	A
<p>a. Teachers provide instruction that is aligned with Colorado Academic Standards, their District's organized plan of instruction, and the individual needs of the students.</p>		<p>Lesson plan is available and reflects appropriate Colorado Academic Standards, and assessment results.</p>	<p>Implements lessons that align to district's plan of instruction and reflect vertical and horizontal alignment of the grade or content area.</p>	<p>Implements and communicates learning objectives and student outcomes based on standards.</p>	
<p>TEACHER: Aligns planning intentionally with Colorado Visual Arts Academic Standards appropriate to student population: Comprehend, Reflect, Create, Transfer.</p> <p>Sequences practices specific to diverse student interest, needs, and learning.</p> <p>Plans intentionally age appropriate level of rigor.</p> <p>Plans intentionally for student choice and experimentation with concepts, materials, processes, technology.</p>	<p>STUDENT: Develops ideas and plans, as well as creating and responding to art work in multiple ways: Comprehend, Reflect, Create, Transfer.</p> <p>Explores ideas and art making that is personal and communicates the ideas/concepts of the student artist.</p> <p>Asks questions and experiments with ideas.</p> <p>Works collaboratively when needed.</p> <p>Chooses materials and art forms independently to communicate individual ideas.</p>				
<p>Comments:</p>					

<p>b. Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.</p>		<p>Connects lessons to key concepts and themes within other content areas, has knowledge of how to support literacy and numeracy practices in content area.</p>	<p>Employs instructional strategies that include literacy, numeracy, and language development across content areas, makes reading and content-specific language accessible to students.</p>	<p>Makes interdisciplinary connections explicit, integrates literacy skills across content areas, and integrates mathematical practices across content areas.</p>	
<p>TEACHER: Provides meaningful connections to contemporary artists/practices and integrates ideas from outside the art world into the art curriculum.</p> <p>Facilitates systems to critique, respond, and form an opinion, and interpret meaning in art making.</p> <p>Models mathematical thinking, problem solving, and logic through spatial explorations, sequencing, and relationships to aspects of visual arts, and provide context for students to do the same.</p>	<p>STUDENT: Explores and integrates ideas from outside the art world in the art making process.</p> <p>Uses systems to critique, respond, and form an opinion, and interpret meaning in art making.</p> <p>Demonstrates understanding of systems to intentionally revise their work.</p> <p>Uses mathematical thinking, problem solving, and logic through spatial explorations, sequencing, and relationships to plan and create art.</p>				
<p>Comments:</p>					
<p>c. Teacher's demonstrate knowledge of content, central concepts, disciplinary inquiry, appropriate evidence-based instructional practices and specialized characteristics of the disciplines being taught.</p>		<p>Scaffolds questions, concepts, and skills based on a sequence of learning, uses instructional materials that are accurate and appropriate for the lesson being taught, encourages and provides opportunities for students to make connections to prior learning.</p>	<p>Implements content-based instructional strategies that align to learning objective, uses multiple models and delivery methods to explain concepts, and applies questioning techniques to support inquiry.</p>	<p>Anticipates misconceptions and addresses those during instruction, facilitates exploration of ideas that allow students to ask questions and construct new meaning.</p>	

TEACHER: Delivers developmentally appropriate instruction and models visual arts skills, application, idea generation, critical thinking, and analytical skills.

Encourages student ownership of ideas in art making and reflective practices.

Plans intentionally to encourage risk taking and failure.

STUDENT: Explores ideas and art making in a variety of approaches that is personal and communicates the ideas/concepts of the student artist.

Communicates and defends ideas in art making and reflective practices.

Works to see their ideas through to completion; embracing failure to improve.

Comments:

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Areas of Celebration:

Growth Areas/Next Steps:

What evidence of learning do you see and hear?

2. Safe, Inclusive and Respectful Learning Environment	N/O	E	D	P	A
<p>a. Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>		<p>Maintains safety and welfare of students and environment, clear expectations for student behavior, and procedures and routines to guide instruction and transitions.</p>	<p>Facilitates student accountability to school and class procedures and routines, consistently reinforces expectations, fosters a caring relationship with each student.</p>	<p>Makes maximum use of time by implementing purposeful pacing and efficient transitions, reinforcing positive behavior, redirecting disruptive or off task behaviors.</p>	
<p>TEACHER: Handles routines daily; greeting class at door, framing expectations, debriefing, learning targets, daily objectives, learning objectives.</p> <p>Facilitates care for safety, materials, and tools in the studio classroom.</p> <p>Effective class management and procedures, lesson plans, transitions, reteaching after practice, feedback, posting objectives, learning targets, success criteria, exit slips, differentiation, scaffolding, etc.</p>	<p>STUDENT: Demonstrates responsibility for their learning: develops craft, art history and culture, engage and persist, envision, express, observe, reflect, stretch and explore.</p> <p>Demonstrates care for safety, materials and tools in the studio classroom.</p> <p>Effective use of research, planning, and studio time.</p>				
<p>Comments:</p>					
<p>b. Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</p>		<p>Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics and other aspects of culture on student perspectives, creates an environment where diversity is used to further student learning.</p>	<p>Establishes processes that result in a sense of community among students, effective interactions among students, and incorporates instruction that reflects diverse backgrounds, experiences, and different points of view.</p>	<p>Delivers lessons to ensure students' backgrounds and knowledge are considered, capitalizes on diversity as an asset in the classroom, uses materials and lessons that counteract stereotypes and acknowledges the contributions of all cultures.</p>	

<p>TEACHER: Responds to needs of students as they arise. Explains the ideas behind artists' artwork and the work of others, appropriately communicating meaning and context.</p>	<p>STUDENT: Selects and discusses visual art examples drawing from contemporary art, various cultures, races and backgrounds, and games/themes from different countries.</p>			
<p>Comments:</p>				
<p>c. Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.</p>		<p>Plans for students have a variety of learning needs and interests, adapts the physical environment to support individual student needs, reviews information from learning plan(s) to support the needs of students.</p>	<p>Implements a variety of inclusion, intervention, or enrichment practices to address unique learning needs and interests.</p>	<p>Initiates collaboration with colleagues to understand and respond to student learning needs, provides challenging opportunities and support for students to self-select tasks that accelerate their learning, and integrates self-advocacy skills into instruction.</p>
<p>TEACHER: Engages students as individuals with unique interests and strengths.  Uses questions to individualize technical, expressive, and conceptual investigation in the studio classroom.  Plans intentionally to encourage choice, risk taking, and failure by scaffolding, challenging, modeling, and progressing through problem solving.  Uses instructional resources for research, planning, and creating art in the room with intention (walls, files, books, technology).</p>	<p>STUDENT: Develop artwork based on previous art making experiences and personal ideas and context.  Chooses materials and art forms independently to communicate individual ideas.  Finds and pursues avenues for art inquiry to generate ideas in planning and creating artwork.  Demonstrates their own choice and experimentation with concepts, materials, processes, and technology.</p>			

Comments:					
d. Teachers work with families and/or significant adults in the lives of their students.		Establishes a classroom environment that is inviting to families and/or significant adults and respectful relationships with students, their families, and/or significant adults.	Uses a variety of methods to initiate communication with families and/or significant adults in the school and community.	Coordinates communication between families and/or colleagues who provide student services, recognizes obstacles to family and community participation and seeks solutions to overcome them.	
<p>TEACHER: Examples include email/phone logs, report card comments, conferences, rubric for performance based assessments, immediate/timely feedback (for example; reading, reflection, websites, formal or in formal critique).</p> <p>Documents and provides opportunities for students to document and share the art making process.</p>	<p>STUDENT: Documents and shares the art making process with others.</p> <p>Discusses artists and art making processes relating to their artwork and/or working process when appropriate to their idea/concept.</p>				
Comments:					

Areas of Celebration:

Growth Areas/Next Steps:

What evidence of learning do you see and hear?

3. Plan and Deliver Effective Instruction	N/O	E	D	P	A
<p>a. Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social and emotional development of students.</p>		<p>Plans lessons that reflect the relationship of intellectual, physical, social, and emotional development of students.</p>	<p>Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction.</p>	<p>Engages students in developmentally appropriate learning.</p>	
<p>TEACHERS: Implements appropriate learning strategies, for example: pair/share-group practices, coping strategies, peer/self-assessments, demonstration, collaborative art making.</p> <p>Scaffolds the generation of ideas; inquiry and construction of new knowledge with conceptual/physical materials and resources.</p> <p>Implements continuous assessment during art making experiences for students to reflect on the art making process and participate in their own growth as makers and thinkers.</p>	<p>STUDENT: Demonstrates their own choice and experimentation with concepts, materials, processes, and technology.</p> <p>Documents and cultivates challenging visual possibilities through collective thinking.</p> <p>Scaffolds and builds on concepts; develops artwork based on previous art making experiences and ideas.</p> <p>Solves problems posed by materials and applies art techniques with age appropriate level of fluency.</p>				
<p>Comments:</p>					
<p>b. Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.</p>		<p>Determines students' current skill levels and uses that information to plan instruction, selects assessment strategies aligned to the learning objectives, monitors student learning in relation to the objectives, shares feedback on student progress with families and/or significant adults.</p>	<p>Uses assessment results to guide real-time adjustments to instruction, evaluates and documents student performance based on multiple measures, provides timely feedback to students that is academically focused, frequent, and high quality.</p>	<p>Models how to incorporate feedback to improve learning, provides students opportunities to revise their works based on feedback.</p>	

<p>TEACHER: Intentionally plan age appropriate level of rigor.</p> <p>Facilitates systems to critique, respond, and form opinions, and interpret meaning in art making.</p> <p>Encourages student ownership of ideas in art making practices.</p> <p>Formative assessment practice.</p> <p>Performance based assessment.</p> <p>Appropriately measures growth in skills.</p>	<p>STUDENT: Demonstrates understanding of systems to intentionally revise artwork.</p> <p>Explains the ideas behind their artwork and the work of others.</p> <p>Demonstrates understanding of systems to intentionally revise their work.</p> <p>Solves problems posed by materials and apply art techniques with age appropriate level of fluency.</p> <p>Discusses artists and art making processes relating to their artwork and/or working process when appropriate to their idea/concept.</p>			
<p>Comments:</p>				
<p>c. Teachers integrate and utilize appropriate available technology to engage students in authentic learning experience.</p>		<p>Plans lessons incorporating available technology, assesses available technology to use with instruction.</p>	<p>Uses available technology to facilitate classroom instruction, develop students' knowledge and skills, models responsible and ethical use of technology and applications.</p>	<p>Integrates available technology to enhance creativity, use of information, communication, and collaboration.</p>
<p>TEACHER: Cultivates challenging visual possibilities through reflective thinking.</p> <p>iPads, iPods, videos, projectors, flipcharts, visual aids, YouTube/Safeshare, cell phones, digital documentation.</p>	<p>STUDENT: Documents and cultivates challenging visual possibilities through reflective thinking and technology (visual journal, sketchbook, blog).</p>			
<p>Comments:</p>				

<p>d. Teachers establish and communicate high expectations and use processes to support the development of critical thinking and problem-solving skills.</p>		<p>Establishes expectations at a level that challenges students, plans lessons that incorporate critical thinking and problem-solving skills.</p>	<p>Uses questioning strategies to develop students' critical thinking skills and problem-solving skills, uses wait time equitably to initiate student responses.</p>	<p>Models critical thinking and problem-solving skills.</p>	
<p>TEACHER: Uses rubrics; models success criteria.  Teaches students to set individual goals.</p>		<p>STUDENT: Finds and pursues avenues for art inquiry to generate ideas in planning, creating, and reflecting on artwork.  Explains the ideas behind their artwork and the work of others.</p>			
<p>Comments:</p>					
<p>e. Teachers provide students with opportunities to work in teams and develop leadership.</p>		<p>Has a clear purpose for student collaboration.</p>	<p>Provides opportunities for students to participate using various roles and modes of communication, adjusts team composition based on learning objectives and student needs.</p>	<p>Holds students accountable for work product and collaboration processes, promotes teamwork and leadership skills.</p>	
<p>TEACHER: Provides opportunities for collaboration, small groups, teams, student leaders, and connecting art making to contemporary practice.  Provides opportunities for students to reflect on their artwork and the artwork of others.</p>		<p>STUDENT: Utilizes collaboration, small groups, teams, student leaders, connecting art making to contemporary practice.  Discusses artists and art making processes relating to their artwork and/or working process when appropriate to their idea/concept.</p>			
<p>Comments:</p>					

f. Teachers model and promote effective communication.		Establishes classroom practices to support effective communication, provides clear directions to guides student learning and behavior.	Articulates thoughts and ideas clearly and effectively, uses active listening strategies with students.	Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively.	
TEACHER: Posts learning objectives, word walls, modeling standard visual arts vocabulary, and frames expectations/ studio habits.		STUDENT: Demonstrates responsible choice and experimentation with concepts, materials, processes, and technology.			
Comments:					

Areas of celebration:

Growth Areas/Next Steps:

What evidence of learning do you see and hear?

4. Demonstrate Professionalism	N/O	E	D	P	A
a. Teachers demonstrate high standards for professional practice.		Maintains confidentiality of student records as required by law, confidentiality of student, family, and fellow teacher interactions with colleagues, demonstrates reliable and responsible behavior.	Models ethical behavior, interactions are respectful, consistent, and reasonable.	Promotes ethical behavior of students as individuals and as members of society.	
<p>TEACHER: Models professionalism.</p> <p>Participates in district and state art organizations.</p> <p>Provides exhibition opportunities for students.</p> <p>Documents student exhibitions for community.</p> <p>Attends gallery/museum exhibitions.</p> <p>Stays current in arts bringing and/or providing rich cultural experiences for students.</p> <p>Participates in parent-teacher conferences, PTO, etc.</p>					
Comments:					
b. Teachers link professional growth to their professional goals.		Engages in professional learning based on alignment with Colorado Academic Standards, school and district initiatives, current research, and growth plan.	Applies knowledge and skills learned through professional learning to improve student outcomes.	Implements performance feedback from supervisor and/or colleagues to improve practice.	
<p>TEACHER: Participates in professional development, attends professional conferences (if appropriate), and applies learning in daily teaching.</p>					

Comments:					
c. Teachers respond to a complex, dynamic environment.		Maintains a productive and respectful relationship with colleagues.	Adapts to the changing demands of the classroom and school environment.	Collaborates with colleagues to navigate change while maintaining a focus on student learning, contribute to school and district improvement planning.	
<p>TEACHER: Establishes overall classroom management / Monitors studio classroom.</p> <p>Demonstrates knowledge of and uses IEP's, behavior plans, 504 plans.</p> <p>Provide opportunities to challenge AGATE and high achieving students, ELL strategies (sentence stems, visual aides, etc.).</p>					
Comments:					

<p>d. Teachers demonstrate leadership in the school, the community, and the teaching profession.</p>		<p>Contributes to school committees and teams.</p>	<p>Seeks opportunities to lead, actively participates in school decision-making processes, acts as an informal mentor/resource to colleagues.</p>	<p>Increases the capacity of colleagues to identify and use multiple tools and strategies to improve practice, applies research as a key component of ongoing learning and development, promotes and inclusive school culture through family or community outreach.</p>	
<p>TEACHER: Uses instructional resources in the room with intention (walls, files, books, technology).</p> <p>Continues personal studio practice.</p> <p>Participates in professional learning community and/or professional development (conferences) for art educators (if available and when appropriate).</p> <p>Assists with grants, community events, enrichment/clubs.</p>					
<p>Comments:</p>					

Areas of Celebration:

Growth Areas/Next Steps:

## DISPOSITIONS

- Professional Behaviors
- Initiative and Dependability
- Tact and Judgment
- Ethical Behavior and Integrity
- Collegiality and Responsiveness
- Effective Communicator
- Desire to Improve Own Performance
- Culturally Responsive
- Commitment to the Profession

What evidence of learning do you see and hear?

Did students meet the learning target of the day? \_\_\_\_\_ At what level?

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Student Teacher

Date

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Observer

Date