

**INDIANA WESLEYAN UNIVERSITY**  
**Visual Arts Education Classroom Observation Summary Form**  
**2010 Indiana Visual Arts Standards; 2013 InTASC Standards**

Student Teacher \_\_\_\_\_ School \_\_\_\_\_

Class Observed \_\_\_\_\_ Date \_\_\_\_\_

Co-op Teacher \_\_\_\_\_ Observer \_\_\_\_\_

**Domain I: Content/Subject Matter Expertise**

Criteria	NI 1	EC 2	C 3	O 4
Alignment with national, state and/or local goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
InTASC 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2				
<input type="checkbox"/> Progression 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
InTASC 4.2 Knowledge of content-related pedagogy				
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 3				
<b>Domain I Summary Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>				

**Domain II: Personal Development**

Criteria	NI 1	EC 2	C 3	O 4
Persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiasm/ energy/vitality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
InTASC 9.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2				
<input type="checkbox"/> Progression 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain II Summary Score</b>				
<i>Comments:</i>				

**Domain III: Professional Development**

Criteria	NI 1	EC 2	C 3	O 4
Accepts criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
InTASC 9.1 Indiana Standard 6: The Professional Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2				
<input type="checkbox"/> Progression 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
InTASC 9.2 Self-reflection				
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 3				
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain III Summary Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>				

Domain IV: Rights and Responsibilities

Criteria	NI 1	EC 2	C 3	O 4
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
InTASC 1/2.1 Indiana Standard 1: Student Development and Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2				
<input type="checkbox"/> Progression 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
InTASC 10.1 Participation in school activities				
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 3				
InTASC 10.2 Initiative				
<input type="checkbox"/> Progression 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 2				
<input type="checkbox"/> Progression 3				
Compliance with school, legal, and professional requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain IV Summary Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>				

Domain V: Methodology

Criteria	NI 1	EC 2	C 3	O 4
InTASC 5.1 Variety of instructional activities, assignments and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2				
<input type="checkbox"/> Progression 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
InTASC 5.2				
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 3				
Indiana Standard 3: Instructional Planning and Delivery				
Indiana Standard 4: Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
InTASC 8.1 Indiana Standard 2: Learning Processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2				
<input type="checkbox"/> Progression 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
InTASC 8.2				
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 3				
Integration of Technology				
Indiana Standard 7: Reading instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2				
<input type="checkbox"/> Progression 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain V Summary Score</b>				
<b>Domain V Summary Score</b>				
<i>Comments:</i>				

Domain VI: Classroom Management

Criteria	NI 1	EC 2	C 3	O 4
Management of Transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring of student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
InTASC 3.1 Indiana Standard 5: Learning Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2				
<input type="checkbox"/> Progression 3				
InTASC 3.2 Classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2				
<input type="checkbox"/> Progression 3				
<b>Domain VI Summary Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>				

Domain VII: Communication

Criteria	NI 1	EC 2	C 3	O 4
Gives directions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral and written language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication methods and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain VII Summary Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>				

Domain VIII: Global and Multicultural Perspectives

Criteria	NI 1	EC 2	C 3	O 4
InTASC 1/2.1 Planning for student differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Progression 1				
<input type="checkbox"/> Progression 2				
<input type="checkbox"/> Progression 3				
Students' diverse perspectives and experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson adjustment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain VIII Summary Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>				

**Indiana Visual Arts Standards**

Use the following scale to assess the student teacher’s performance on the Indiana Visual Arts Standards.

**Outstanding.** Consistently exceeds performance standards. Currently has the potential to be an outstanding first-year teacher.

**Competent.** Demonstrates acceptable level of performance. Demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.

**Emerging Competence.** Meets, but does not exceed the minimum performance standards. Demonstrates basic level of performance. Is inconsistent in meeting minimum performance standards.

**Needs Improvement.** Does not perform at an acceptable level on required competencies. Does not demonstrate sufficient depth in most areas. Does not meet minimum performance standards.

Standard	NI 1	EC 2	C 3	O 4
<b>Standard 1: The Elements and Principles of Art . Visual arts teachers have a broad and comprehensive understanding of the elements and principles of art, including:</b>				
1.1 The characteristics and qualities of the elements and principles of art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Ways in which the elements and principles of art are used to achieve specific effects, communicate ideas, or solve problems in given works of art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 2: Media, Tools, Techniques, and Processes. Visual arts teachers have a broad and comprehensive understanding of media, tools, techniques, and processes used in visual arts, including:</b>				
2.1 The characteristics and uses of media, tools, techniques, and processes in drawing, painting, printmaking, ceramics, sculpture, architecture, fiber arts, mixed media, jewelry, electronic media, and photography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Ways in which particular media, tools, techniques, and processes affect meaning or expression in drawing, painting, printmaking, ceramics, sculpture, architecture, fiber arts, mixed media, jewelry, electronic media, and photography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 The proper use and care of media and tools in drawing, painting, printmaking, ceramics, sculpture, architecture, fiber arts, mixed media, jewelry, electronic media, and photography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Safety and health issues related to the use of media, tools, techniques, and processes in drawing, painting, printmaking, ceramics, sculpture, architecture, fiber arts, mixed media, jewelry, electronic media, and photography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	NI 1	EC 2	C 3	O 4
<b>Standard 3: Art in Context. Visual arts teachers have a broad and comprehensive understanding of the historical, political, social, and cultural contexts of art created throughout the world from ancient times to the present, including:</b>				
3.1 Styles and distinguishing characteristics of art from various cultures of Africa, the Middle East, Asia, Oceania, the Americas, and Europe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Purposes and functions of art from various cultures of Africa, the Middle East, Asia, Oceania, the Americas, and Europe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Ways in which artworks from various cultures of Africa, the Middle East, Asia, Oceania, the Americas, and Europe relate to their historical, political, social, and cultural contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Significant art movements and their development throughout history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 4: The Integrative Nature of Visual Arts, and Visual Arts Careers. Visual arts teachers have a broad and comprehensive understanding of the integrative nature of visual arts, and visual arts careers, including:</b>				
4.1 The role of visual arts as a critical element in learning across all disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Ideas, themes and concepts in the visual arts that are expressed in other arts disciplines and academic disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Ways in which the visual arts develop aesthetic awareness, visual observation skills critical-thinking skills, creative problem-solving skills and communication skills that are used in everyday life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Career opportunities in the visual arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Skills and educational requirements for various visual arts-related careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 5: Aesthetics and Art Criticism. Visual arts teachers have a broad and comprehensive understanding of aesthetics and art criticism, including:</b>				
5.1 Critical models and aesthetic theories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Addressing aesthetic questions in works of visual art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Describing, analyzing, interpreting and evaluating works of visual art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Definitions of art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	NI 1	EC 2	C 3	O 4
<b>Standard 6: Art Production. Visual arts teachers have a broad and comprehensive understanding of art production, including:</b>				
6.1 Developing skills or competencies with various art media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Choice of subject matter, symbols and themes in artworks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Expressing personal experiences and emotions through artworks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Creative solutions to composition problems in artworks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Sharing artwork with others, respecting the artwork of others and critiquing the artwork of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Making choices to create meaning in artworks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 7: Visual Arts Instruction and Assessment. Visual arts teachers have a broad and comprehensive understanding of content-specific instruction and assessment in the visual arts, including:</b>				
7.1 The Indiana Academic Standards for Visual Arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 The ArtsEdge national standards and ISTE technology standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Instructional strategies and resources for promoting student understanding of concepts and skills related to visual arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4 Strategies and skills for designing and implementing visual arts instruction, including the use of techniques and approaches that meet the needs of diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 Instructional strategies for promoting student learning and fostering the development of critical thinking, problem solving, decision making, communication and performance skills in the visual arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6 Communication methods that promote student learning and foster active inquiry, interaction and collaboration in the visual arts classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7 Strategies and skills for selecting, adapting and using technological resources to enhance teaching and learning about visual arts and the creation of art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.8 Strategies and skills for effectively assessing student understanding and mastery of essential visual arts concepts and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.9 Collaborating with educators in other disciplines to integrate visual arts concepts into the curriculum at all levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**INDIANA WESLEYAN UNIVERSITY**  
**Visual Art Education Classroom Observation Summary Form**

*Culminating Comments:*

<i>Positive Behaviors:</i>	<i>Things to Think About:</i>

Indicate the pre-service teacher's **overall** performance level:

- OUTSTANDING (4) \_\_\_\_\_
- COMPETENT (3) \_\_\_\_\_
- EMERGING COMPETENCY (2) \_\_\_\_\_
- NEEDS IMPROVEMENT (1) \_\_\_\_\_

\_\_\_\_\_  
Signature (Evaluator)

\_\_\_\_\_  
Signature (Student)

Revised July 11, 2017  
2010 Indiana Visual Arts Standards  
2013 InTASC Standards  
2010 Indiana Developmental Standards