

RHODE ISLAND COLLEGE
ART EDUCATION PROGRAM

ASSESSMENT OF
ART TEACHING PORTFOLIO / EXIT PORTFOLIO

(Portfolio should provide evidence of having met *Rhode Island Beginning Teacher Standards #1-11*
and of having incorporated *FSEHD's Conceptual Framework* into student teaching practices)

Student _____

Assessment Strategy: Rubric with narrative feedback (below).

Evaluation Criteria: Content and professionalism in presentation of required items as specified in attached directions sheet. The assessment of this portfolio is aligned with the national and Rhode Island visual arts content standards, the Feinstein School of Education and Human Development Conceptual Framework, and the Rhode Island Beginning Teacher Standards.

Rubric Rating Scale:

(1) <u>UNSATISFACTORY</u> significantly below standard	(2) <u>INCOMPLETE</u> does not meet standard	(3) <u>IN PROCESS</u> approaching standard	(4) <u>GOOD</u> meets standard	(5) <u>EXCELLENT</u> well above standard
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Narrative Feedback:

Score: _____

Assessment by: _____ Date: _____

RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT

Level of Performance

RHODE ISLAND PROFESSIONAL TEACHING STANDARDS

	U n d e r s t a n d i n g	D e v e l o p i n g	C o m p l e t e	E x c e l l e n t
Standard 1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7: Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 9: Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction in learning, to provide feedback, and to plan future instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 11: Teachers maintain professional standards guided by legal and ethical principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Teacher Candidate (Student Teacher): _____

Name(s) of Evaluators: _____

Required Components of Art Teaching Portfolio

- * A draft of your resume (1 -2- pages, single spaced)
- * A statement of your art teaching philosophy (1 page, single-spaced)
- * Letters of recommendation if available: from cooperating teachers, college supervisor and other(s)
- * An overview of each of your student teaching sites (a report on the contexts of your teaching: ~~the "Portrait of a School and its Art Program" assignment~~ *Process 1 of the Teacher Candidate Work Sample: Contextual Factors.*)
- * A classroom management plan: (one for elementary and one for secondary or a combined one)
- * A minimum of two art lessons taught at each placement (lesson plan and documentation of teaching, learning outcomes, and assessments: Assignments 2 & 3)
- * One unit of instruction for either the elementary or secondary level; grad students are required to include a unit of instruction for both levels
** This is the fully completed Teacher Candidate Work Sample.*
- * Several samples of student work (artwork and any written work) for each lesson
- * Samples of assessment instruments with your evaluations of student learning (may be completed rubrics, students' self-assessments, your evaluations) for each required lesson presented

- * One case study of a student who presented specific challenges to you as a teacher (for either the elementary or secondary level) – preferably connected to one of the art lessons showcased in your portfolio

- * Documentation of an initiative you took to connect with parents/guardians to support student learning (for either the elementary or secondary level).

- * Documentation all professional development initiatives you took during student teaching.

- * Evaluations by your cooperating teachers and college supervisor (included in a manner that allows you to easily remove these items for your Interview Portfolio)

- * Documentation of your own artwork and competence in your content area of art.