

PEDAGOGICAL COMPETENCIES

The following competencies are based on the Pennsylvania Professional Teaching Standards, the Interstate New Teacher Assessment and Support Consortium (INTACS), and the Albright College Department of Education's Mission Statement.

The level of performance is indicated by a 1 - unsatisfactory 2 -developing with concerns 3 - developing without concerns 4 - proficient.

NA may be used for the mid-point evaluation only. All characteristics should be evaluated for the final evaluation.

CT – Cooperating Teacher

ST – Student Teacher

CS – College Supervisor

1.0 **Development of Learners: The teacher candidate understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate creates opportunities that are adapted to diverse learners.**

Indicators

	<u>Midpoint</u>	<u>Final</u>
<input type="checkbox"/> A. Understands how learning occurs –how students construct knowledge, acquire skills, and develop habits of mind – and knows how to use instructional strategies that promote student learning.	CT <u> </u> 4	CT <u> </u> 4
<input type="checkbox"/> B. Assesses individual and group performance in order to design instruction that builds on learners' strengths and addresses current needs and that leads to the next level of development	ST <u> </u> 4	ST <u> </u> 4
<input type="checkbox"/> C. Uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.	CS <u> </u> 4	CS <u> </u> 4
<input type="checkbox"/> D. Makes appropriate provisions for individual students who have particular learning differences or needs.		
<input type="checkbox"/> E. Seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences.		

Comments:

MIDPOINT: Diversity is prominent in Mr. Laskow's classroom. Each lesson is presented to the Art faculty with an adaptive hand-out which is then utilized by and available to any student that is interested in it. The entire class benefitted from an adaptive hand-out that was placed as a reference sheet on each table indicating foreground, middle ground, and background. Vocabulary word tracing sheets are another example that Mr. Laskow uses in his teaching. Two other sheets that he created were used by the diverse learners to assist them in indicating value on their haystack and cave drawing projects.

One-on-one feedback is given to each student every class in a Team-Teacher approach. After the student-lead conferences, Mr. Laskow made necessary modifications to projects to accommodate the needs of diverse learners. Mr. Laskow organized an interactive human color wheel activity where every student chose a color poster and reviewed the different color schemes. Pairs of students smiled as they complimented each other being the complementary color team.

Mr. Laskow has put the needs of student first in numerous occasions. He has recognized students in need on many different levels. Mr. Laskow used his own stories, experiences, wit and humor to bring a student back from an emotional break-down which took his entire free time. He continues to go above and beyond during his stay at Schuylkill Valley Middle School.

FINAL: Students want to meet the high standards that Mr. Laskow sets. He helps all students achieve success by creating a student-centered curriculum. He adapts tests, worksheets, activities, and projects. All of his lessons are multi-tiered. One of his best strategies, to promote higher cognitive thinking, is knowing how to ask the right thought-provoking questions. Students include these reflections in their journals and then present them with their art project. Whether students are advanced or learning the letters on the keyboard, Mr. Laskow creates a learning environment (LRE as well). Another impressive technique that Mr. Laskow uses to get students to develop is writing individual comments and feedback on each of their exams.

2.0 Planning for Instruction: The teacher candidate plans instruction based upon knowledge of the subject matter, students, the community, Pennsylvania Standards, and curriculum goals.

Indicators

	<u>Midpoint</u>	<u>Final</u>
<input type="checkbox"/> A. Understands learning theory, subject matter, curriculum development, PA Standards and student development and knows how to use this knowledge in planning instruction to meet curricular goals.	CT____4	CT____4
<input type="checkbox"/> B. Evaluates how to achieve learning goals, choosing alternate teaching strategies and materials to achieve different instructional purposes and to meet students’ needs.	ST____4	ST____4
<input type="checkbox"/> C. Plans research-based instruction organized in a logical sequence.	CS____4	CS____4
<input type="checkbox"/> D. Takes contextual considerations (instructional materials, individual student interests, needs and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curricular goals and students’ experiences.		

Comments:

MIDPOINT: Mr. Laskow’s lesson plans are thorough and laconic. He designs informative hand-outs that are engaging and multi-tiered. He will end class with a “ticket-out” question or a journal writing reflection constantly engaging students such as: Explain why you would rather be an academic or an Impressionistic artist.

FINAL: The haystack lesson (using perspective techniques and applying certain color schemes with certain media) inspired by the works of the Impressionist painter, Claude Monet, related well to many of the students at Schuylkill Valley Middle School because of the school’s location. Half of the community resides near or on farms. Basing the students on their skill level, grade, cognitive, and psycho-motor abilities, Mr. Laskow adapted many parts of the lessons. Some students could not manipulate paint, colored pencils and/ or Exact-o knives. He prepared meaningful experiences which still taught them the various skills.

3.0 Learning Environment: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Indicators

	<u>Midpoint</u>	<u>Final</u>
<input type="checkbox"/> A. Creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participates in decision making, work collaboratively and independently, and engage in purposeful learning activities.	CT____4	CT____4
<input type="checkbox"/> B. Organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks. Maximizes the amount of class time spent in learning by creating clear expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.	ST____4	ST____4
<input type="checkbox"/> C. Establishes and maintains a positive and professional rapport with students.	CS____4	CS____4

Comments:

MIDPOINT: Mr. Laskow noticed that there were many football players in this one 5th grade class. He uses his clever humor to capture their attention. Using pastels in the cave could get really messy and to prove a point, he mentioned in his demonstration *that if we are not careful wiping our hands on our faces we would all look like linebackers with football chalk at the end of class.* He gets students involved by having them draw on the Smartboard during his presentation to review concepts. Students appreciate and respect Mr. Laskow because he stays cool, calm and collected. He is genuinely interested in helping students develop in the arts and citizens. He is very encouraging, approachable, and talks appropriately with the students offering timely feedback.

FINAL: Mr. Laskow has been with Schuylkill Valley Middle School students for seven weeks. The students see him once or twice in a 6 day cycle. He has won a fan club where he claimed the title of their “favorite teacher.” The atmosphere in “his” classroom is quiet, enjoyable, organized, and motivated. He is extremely aware and critical if “his”

classroom is lacking in one of these areas. He will rectify the issue immediately. He wants all students to perform at their best.

4.0 Assessment: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Indicators

	<u>Midpoint</u>	<u>Final</u>
<input type="checkbox"/> A. Uses a variety of formal and informal assessment techniques to enhance his or her knowledge of learners, to evaluate students’ progress and performances, and to modify teaching and learning strategies.	CT____ 4	CT____ 4
<input type="checkbox"/> B. Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.	ST____ 4	ST____ 4
<input type="checkbox"/> C. Monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.	CS____ 4	CS____ 4
<input type="checkbox"/> D. Maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues. Utilizes technology to support assessment and communication of student progress.		

Comments:

MIDPOINT: Mr. Laskow has contrived rubrics for each project. Expectations are demonstrated and adapted. Directions are clear, announced, and visible in order to ensure success by all students. He makes exemplars to visually see a possible end product. The window chart for the Haystack lesson proved to be challenging but obtainable for all if students followed directions. He engages the students in Gallery Walk critiques and allows students to reflect and revise their ideas before rushing into final projects.

FINAL: Writing feedback on tests shows students how much he cared about their performances. He offers advice and encouragement. He praises students for trying, hard-work and for listening in order to get correct answers. Mr. Laskow analyzes his own performance. He does not settle for anything except his best. He gently pushes his students to possess that same desire.

5.0 Reflection and Professional Development: The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.

Indicators

	<u>Midpoint</u>	<u>Final</u>
<input type="checkbox"/> A. Participates in reflective discussion and writing. Evaluates and revises instruction to improve student learning. Seeks constructive criticism and works to improve instruction.	CT____ 4	CT____ 4
<input type="checkbox"/> B. Fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.	ST____ 4	ST____ 4
<input type="checkbox"/> C. Actively seeks opportunities to grow professionally. Participates in on-going learning through conferences, workshops, and membership in professional organizations.	CS____ 4	CS____ 4
<input type="checkbox"/> D. Demonstrates integrity, ethical behavior, and professional conduct as outlined in the Pennsylvania Code of Professional Practice and Conduct for Educators and local, state, and federal laws and regulations.		
<input type="checkbox"/> E. Adheres to school and college procedures and regulations related to attendance and punctuality.		

Comments:

MIDPOINT: Mr. Laskow is constantly revising his lessons and reflecting on what worked and what could have been better. He is goal-oriented and seeks professional growth. He enjoys serving the school community. He attended Open House in the beginning of the school year. He has written newsletter articles for the community. He goes above and beyond decorating display cases, arriving to school early and staying beyond the school day. He has communicated via email over weekends in order to get started on new lesson plans. He has registered for art education conferences when his college is on break.

FINAL: Mr. Laskow strives for success. He establishes connections with faculty and observers. He has shared his experiences with other aspiring art education candidates. He has gained tremendous confidence in his hand-shake. He definitely refined his teaching poise.

6.0 Instructional Delivery: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry collaboration, and supportive interaction in the classroom.

Indicators

	<u>Midpoint</u>	<u>Final</u>
<input type="checkbox"/> A. Conveys a variety of clear, accurate presentations and representations of concepts, using alternative explanations to develop students' understanding and presenting diverse perspectives to encourage critical thinking.	CT____ 4	CT____ 4
<input type="checkbox"/> B. Models effective communication strategies in conveying ideas and information and in asking questions. Supports and expands learner expression in speaking, writing and other media.	ST____ 4	ST____ 4
<input type="checkbox"/> C. Asks questions and stimulates discussion in different ways for particular purposes. Uses effective questioning strategies.	CS____ 4	CS____ 4
<input type="checkbox"/> D. Uses a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.		
<input type="checkbox"/> E. Consistently monitors and adjusts instructional strategies in response to learner feedback.		
<input type="checkbox"/> F. Demonstrates understanding of how to enhance learning through the use of a wide variety of materials as well as human and technological resources.		
<input type="checkbox"/> G. Delivers a logical sequence of instruction with clear student expectations, a high level of student engagement, and effective pacing.		

10.0 The Art Curriculum: The art educator implements a visual arts curriculum that enables student to experience the beauty, emotion, intensity, and thoughtfulness of art through making, studying, interpreting, and evaluation works of art.

Indicators

	<u>Midpoint</u>	<u>Final</u>
<input type="checkbox"/> A. Child Development Demonstrates the knowledge of the processes and stages of children's and/or adolescents' artistic and aesthetic development.	CT____ 4	CT____ 4
<input type="checkbox"/> B. Curriculum Planning Incorporates a range of subjects, symbols and ideas in instruction.	ST____ 4	ST____ 4
<input type="checkbox"/> C. Subject Matter Knowledge Demonstrates knowledge and skills in historical development and role of the visual arts in contemporary and past cultures and time periods.	CS____ 4	CS____ 4
<input type="checkbox"/> D. Instructional Strategies Has a command of and creates, selects, and adapts a variety of resources, materials, and technologies that support students as they learn through and about art.		
<input type="checkbox"/> E. Knowledge of Elements and Principles of Design Models the use of the vocabulary of the visual arts to describe and respond to works of art.		
<input type="checkbox"/> F. Art Appreciation & Analysis Creates opportunities and teaches strategies for reflecting upon and self-assessing the characteristics and merits of students'		

work and the work of others

- G. **Relating Art to History and Culture** Creates opportunities for students to learn tolerance and respect for others through instruction in the multicultural nature of art history.
- H. **Professional Competence in Discipline** Demonstrates an expertise in one or more of the visual arts (i.e. architecture, crafts, drawing, painting, photography, printmaking or sculpture) by presentation and exhibition of one’s work.
- I. **Planning/Integrated Instruction** Integrates classroom curricular themes with art curriculum .

Comments:

MIDPOINT: Mr. Laskow has come to his first experience with much enthusiasm and knowledge to share with the middle school students. The amount of time that he spends organizing and preparing lessons, projects, and materials demonstrates just how dedicated he really is. He has high expectations and encourages students to perform their best in an efficient manner. He has developed a stronger sense of ownership in the classroom and is not apprehensive when it comes to keeping students focused. He is instilling a passion for the arts in the students. His strong work-ethic and striving to make each student have the ultimate art experience is most impressive.

FINAL:

Mr. Laskow has created an entire year’s worth of lesson plans first student teaching experience. He turned the lessons into a meaningful unit to facilitate the students in the development of artistic and aesthetic achievement. Students enjoy learning about art philosophy and symbolism in art works because Mr. Laskow knows how to make things relative to them: (Hiroshige to Hokusai to Manga/Anime to cartoons/Bart Simpson to a French sculptor. Lady Gaga is to radical performances as Claude Monet is to painting outside.)

11.0 Practical Competencies The art teacher candidate demonstrates practical competence and conceptual understanding in at least three of the six fundamental visual arts areas of drawing, design, painting, printmaking, sculpture and ceramics by utilizing appropriate instruction and well planned demonstrations to nurture student development.

Indicators

	<u>Midpoint</u>	<u>Final</u>
<input type="checkbox"/> A. Drawing Competency in drawing is evidenced by the ability to represent observed subject matter with line and/or value in a compositionally interesting and spatially accurate manner.	CT_____4	CT_____4
<input type="checkbox"/> B. Design Competency in design is evidenced by the ability to create innovative abstract and non-objective compositions in two or three dimensions.	ST_____4	ST_____4
<input type="checkbox"/> C. Painting Competency in painting is evidenced by the ability to integrate knowledge of painting techniques, color theory and composition in creating a representational, abstract, or non-objective painting.	CS_____4	CS_____4
<input type="checkbox"/> D. Printmaking Competency in printmaking is evidenced by effectively implementing a printmaking process in materials such as linoleum or woodblocks to create a visually interesting graphic image.		
<input type="checkbox"/> E. Sculpture Competency in sculpture is evidenced by creating a three dimensional form in a chosen material which is formally interesting and expressive from all points of view.		
<input type="checkbox"/> F. Ceramics Competency in ceramics is evidenced by utilizing one of the basic ceramic processes such as coils, slabs or wheel throwing to create an aesthetically appealing functional or non-functional three dimensional ceramic object.		

Comments:

MIDPOINT: Mr. Laskow knows his content. He is well-versed in all genres of art history through contemporary artists. It is refreshing to work along side a young professional art educator that recognizes the amount of work that is needed in order to be successful in the field. He is an asset to the art education profession! He is skilled in various art

forms: drawing, painting, sculpting, illustrating, printmaking, and fibers. He sets-up awesome and inspiring classroom environments from indoor caves to farming hay stack to lily ponds in order to motivate students. Mr. Laskow is top-notch and the Schuylkill Valley community is so lucky to share this experience with him. Thank you for all your hard work!

FINAL:

Mr. Laskow is a talented artist that knows his media. There were a few tricks that I have learned working so closely to a variety of artisans. Mr. Laskow showed much interest in learning what I had to share. Mr. Laskow is a quick-learner but, most importantly he is diligent and a life-long learner who will excel in his future endeavors. His passion for his profession touches his students' cores.