

# Internship: Art Education

<p><b>PEDAGOGY 1: PLANS CURRICULUM AND INSTRUCTION BASED ON KNOWLEDGE OF STUDENTS, SUBJECT MATTER, AND CURRICULUM GOALS. (ED 610.02 C2; INTASC 7; KNOWLEDGE)</b></p>	<p>Does not meet Target: In planning curriculum, does not integrate knowledge of students, subject matter, and curriculum goals. In planning instruction, does not integrate knowledge of students, subject matter, and curriculum goals. Knowledge of students, subject matter, and/or curriculum goals is limited.</p>	<p>Approaching Target: In planning curriculum, integrates knowledge of students, subject matter, and curriculum goals to some extent. In planning instruction, integrates knowledge of students, subject matter, and curriculum goals to some extent. Demonstrates good general knowledge of students, subject matter, and/or curriculum goals.</p>	<p>Meets Target: In planning curriculum, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. In planning instruction, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. Demonstrates extensive knowledge of students, subject matter, and curriculum goals.</p>
<p><b>PEDAGOGY 2. INDIVIDUALIZES INSTRUCTION BASED ON THE NEEDS OF DIVERSE LEARNERS. (ED 610.02 A1; INTASC 1; KNOWLEDGE)</b></p>	<p>Does not meet Target: Does not apply an understanding of how individual students learn the content. Pays no attention to individualizing instruction to address student differences but provides same instruction and experiences for all students. Ignores students having difficulty learning or blames them for failing to understand. Does not provide learning experiences that challenge or engage individual learners.</p>	<p>Approaching Target: Applies a growing understanding of how individual students learn the content. Attempts to incorporate knowledge of individual students and adapts instruction to meet their needs. Persists in assisting students who are having difficulty learning. Seeks to provide challenging and engaging learning experiences for individual learners but is inconsistent in doing so.</p>	<p>Meets Target: Regularly applies an understanding of how individual students learn the content. Is sensitive and attentive to differences in students' learning and addresses these in individualized instruction. Persists in ensuring the success of all students, including those who are having difficulty learning. Consistently provides challenges and engaging learning experiences for all individuals.</p>
<p><b>PEDAGOGY 3. USES A REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES APPROPRIATE TO THE LEARNER(S), CONTENT, AND LEARNING GOALS. (ED 610.02 A1, A2,C3; INTASC 1,2,8; KNOWLEDGE)</b></p>	<p>Does not meet Target: Relies heavily on one or two teaching strategies, primarily direct instruction. Does not select teaching strategies that match the needs of the learner, the content, or the learning goals.</p>	<p>Approaching Target: Uses a variety of teaching strategies. Attempts to select teaching strategies that match the needs of the learner, the content, and the learning goals, but sometimes misses opportunities to do so or selects inappropriately.</p>	<p>Meets Target: Regularly and effectively uses a variety of teaching strategies. Strategies are well-chosen to match the needs of the learners, the content, and the learning goals.</p>

<p><b>PEDAGOGY 5. USES A VARIETY OF ASSESSMENT STRATEGIES TO INFORM INSTRUCTION. (ED 610.02 C1; INTASC 6; KNOWLEDGE)</b></p>	<p>Does not meet Target: Does not assess student learning regularly or have an assessment plan. Uses only one type of assessment strategy (e.g., tests). Assessment is arbitrary and not connected to instruction and/or learning. Does not make expectations clear for students and students are not sure about how they will be assessed. Provides little or no written or verbal feedback to students, or feedback is perfunctory or not given in a timely manner. Feedback does not encourage student persistence.</p>	<p>Approaching Target: Prepares lessons and activities that include plans for assessing student learning. Uses a combination of informal and formal assessment strategies. Connects assessment to instruction and/or learning goals. Gives students a general awareness of how they will be assessed but may need to provide additional explanation or clarification of expectations. Provides frequent and timely written and verbal feedback for students. Feedback is generally meaningful and encourages student learning.</p>	<p>Meets Target: Routinely integrates assessment of student learning into lessons and throughout daily activities. Comfortably uses a variety of informal and formal assessment strategies, with an emphasis on authentic assessment. Designs and uses assessments to enhance his/her knowledge of students and inform instruction. Provides students with clear expectations and criteria for assessment. Consistently provides frequent, timely, and meaningful written and verbal feedback for students that fosters student learning.</p>
<p><b>PEDAGOGY 6. USES TECHNOLOGY EFFECTIVELY TO SUPPORT TEACHING AND LEARNING. (ED 610.02 C2; INTASC 7; KNOWLEDGE)</b></p>	<p>Does not meet Target: Does not use any form of technology to support teaching and learning or uses it in ways that are meaningless or ineffective.</p>	<p>Approaching Target: Uses technology effectively during teaching to present information and enhance and extend lessons. Uses technology, including Internet resources, to research and prepare lessons and learning experiences.</p>	<p>Meets Target: Effectively enhances his or her own and the students' learning by using technology in appropriate and meaningful ways. Uses technology in ways that support authentic assessment. Uses technology to locate resources and enhance own understanding of content. Uses technology to manage professional data. Assists students in using technology effectively and appropriately.</p>
<p><b>PEDAGOGY 7. USES INSTRUCTIONAL TIME EFFECTIVELY. (ED 610.02 C3; INTASC 8; KNOWLEDGE)</b></p>	<p>Does not meet Target: Wastes instructional time with meaningless activities or repetitions of ineffective directions. Pacing is poor and not responsive to students. Provides excessive "down time" or social time. Ends class or lesson early or does not complete lesson.</p>	<p>Approaching Target: Generally uses instructional time effectively, though some time may be spent on clarifying directions or expectations. Pacing is suitable for students. Flow of learning is sometimes disrupted in order to accomplish routine tasks.</p>	<p>Meets Target: Structures and paces instructional time effectively and in response to student needs. Demonstrates economy of time by accomplishing routine tasks in ways which do not disrupt the flow of learning. Use of instructional time has a positive impact on student learning.</p>

<p><b>PEDAGOGY 8. POSITIVELY AFFECTS STUDENTS' LEARNING. (ED 610.02 C1; INTASC 6; KNOWLEDGE)</b></p>	<p>Does not meet Target: Intern's ineffectiveness is demonstrated based on assessment data that illustrates there is a general lack of student progress toward learning goals.</p>	<p>Approaching Target: Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.</p>	<p>Meets Target: Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.</p>
<p><b>CLASSROOM ATMOSPHERE 1. CREATES A CLASSROOM COMMUNITY THAT FOSTERS STUDENTS' INTELLECTUAL, SOCIAL, AND PERSONAL DEVELOPMENT. (ED 610.02 A3; INTASC 3; HOLISM)</b></p>	<p>Does not meet Target: Does not demonstrate warmth or sensitivity toward students. Does not make students feel safe or respected. Allows inappropriate comments or actions. Is not responsive to student interests, questions, or concerns. Does not see the connection between positive relationships and teaching and learning. Does not attempt to build positive relationships with and among students.</p>	<p>Approaching Target: Demonstrates genuine warmth and caring for students. Creates a learning environment that promotes respect for individual differences of ethnicity, race, language, culture, gender, and ability. Is aware of but responds inconsistently to student interests, questions, or concerns. Recognizes that positive interactions with and among students are essential for good teaching and learning and attempts to build positive relationships with and among students.</p>	<p>Meets Target: Demonstrates genuine warmth and caring for students and treats them as individuals worthy of respect. Creates a learning environment that promotes respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Is highly responsive to student interests, questions, and concerns. Understands that positive interactions with and among students are essential for good teaching and learning and builds positive relationships with and among students.</p>
<p><b>CLASSROOM ATMOSPHERE 2. SETS HIGH EXPECTATIONS AND FACILITATES ALL STUDENTS' ACHIEVEMENT OF EXPECTATIONS. (ED 610.02 A3; INTASC 3; KNOWLEDGE, HOLISM)</b></p>	<p>Does not meet Target: Does not provide equal access to instruction and learning for all students and fails to promote individual self-worth. Does not foster a classroom culture for learning and demonstrates low expectations for student achievement. Demonstrates low commitment to the content and to students' satisfaction in their work.</p>	<p>Approaching Target: Provides equal access to instruction and learning for all students and conveys the attitude that all students are important and have a right to learning opportunities and attention. Establishes a positive classroom culture for learning and sets high expectations for student learning. Displays interest in the content. Encourages students' persistence and satisfaction in their work.</p>	<p>Meets Target: Ensures that all students have equal access to instruction and learning. Demonstrates that the self-worth of the students is important to him/her and makes all students feel valued. Demonstrates a high degree of interest in the content and commitment to individual students' achievement of high expectations. Encourages students' persistence and pride in their work.</p>

<p><b>CLASSROOM ATMOSPHERE 3. USES CLASSROOM MANAGEMENT AND DISCIPLINE STRATEGIES TO CREATE AN ENVIRONMENT CONDUCTIVE TO LEARNING. (ED 610.02 C3; INTASC 8; HOLISM)</b></p>	<p>Does not meet Target: Does not establish or effectively follow classroom routines and procedures. Manages group or transition times inappropriately or unproductively. Displays favoritism or a lack of sensitivity to the needs of individual students. Uses ineffective classroom management techniques, overly harsh or overly lax, and applies them inconsistently. Often appears to be overwhelmed by classroom management or ignores behavior issues that crop up.</p>	<p>Approaching Target: Establishes and follows efficient and effective routines and procedures. Manages group and transition times appropriately. Tries to be sensitive to the needs of individual students but may rely heavily on one-size-fits-all discipline techniques. Treats all students fairly. May lack confidence in his/her classroom management and be dependent on the classroom teacher to address problem behaviors.</p>	<p>Meets Target: Establishes and follows routines and procedures that are designed to support student learning. Manages group and transition times effectively to make optimal use of instructional time. Uses fair, effective and responsive classroom management techniques. Takes a proactive rather than reactive approach to problem behaviors and is sensitive to the needs of individual students. Displays justifiable confidence in his/her classroom management.</p>
<p><b>REFLECTIVE PRACTICE 1. REFLECTS ON AND EVALUATES THE EFFECTS OF HIS/HER PEDAGOGICAL CHOICES AND ACTIONS ON STUDENTS' LEARNING. (ED 610.02 D1; INTASC 9; KNOWLEDGE)</b></p>	<p>Does not meet Target: Does not reflect on or evaluate the effects of his/her pedagogical choices and actions on students, or these reflections are inaccurate. Is unable to propose ideas for improving instruction. Does not take responsibility for student learning, but attributes success and failure of students to outside factors.</p>	<p>Approaching Target: Reflections on the effects of his/her pedagogical choices and actions are generally accurate. Can identify and implement general strategies for improving instruction. Takes responsibility for success of students but often attributes failures to other factors.</p>	<p>Meets Target: Critiques own teaching accurately and perceptively, set relevant and specific goals, and implements needed changes. Regards difficulties as problems to be solved and takes a researcher's stance in approaching difficulties.</p>
<p><b>REFLECTIVE PRACTICE 2. REFLECTS ON AND EVALUATES THE RESULTS OF STUDENT ASSESSMENT AND USES INFORMATION TO INFORM INSTRUCTION. (ED 610.02 C1, D1; INTASC 6,9; KNOWLEDGE)</b></p>	<p>Does not meet Target: Demonstrates limited or no use of reflective practice during student assessment.</p>	<p>Approaching Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals.</p>	<p>Meets Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction: Identifies specific strategies for working with students who are not meeting learning goals; re-assesses; reflects and uses student assessment data to inform new instruction (Reflective Cycle).</p>

<p><b>PROFESSIONALISM 1. COMMUNICATION (ED 610.02 C3; INTASC 4, KNOWLEDGE)</b></p>	<p>Does not meet Target: Verbal and nonverbal communication (body language, facial expressions) often conveys lack of interest or disrespect for the audience. Written and/or oral communication does not model standard English or is unclear or inappropriate for the audience.</p>	<p>Approaching Target: Verbal and nonverbal communication (body language, facial expressions) is respectful but does not always convey interest in the audience. Oral and written communication conforms to standard English and is usually appropriate to the audience but may sometimes require additional explanations or revisions.</p>	<p>Meets Target: Verbal and nonverbal communication (body language, facial expressions) consistently conveys interest in and respect for the audience (students, colleagues, parents, administrators). Oral and written communications conform to standard English and are clear, accurate, and expressive and appropriate to the audience.</p>
<p><b>PROFESSIONALISM 2. PARTNERSHIPS (ED 610.02 D2; INTASC 10; COLLABORATION)</b></p>	<p>Does not meet Target: Does not seek out opportunities to interact or collaborate with school colleagues. Interactions with school personnel are negative or self-serving. Does not seek involvement in school and/or district projects and initiatives.</p>	<p>Approaching Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Actively and productively participates in school and district projects and initiatives when invited.</p>	<p>Meets Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Takes initiative to actively and productively participate in school and district projects and initiatives.</p>
<p><b>PROFESSIONALISM 3. PROFESSIONAL DEVELOPMENT (ED 610.02 D1; INTASC 9; COMMITMENT)</b></p>	<p>Does not meet Target: Does not seek feedback and/or responds defensively when it is offered. Does not participate in professional development activities or participates reluctantly. Does not utilize available resources. Expresses limited commitment to the profession, and does not articulate any professional goals</p>	<p>Approaching Target: Accepts feedback, but does not always seek it out or respond appropriately. Makes some efforts to improve professional practice and participates in professional development activities, mostly on recommendation of others. Is aware of available resources but uses them inconsistently. Expresses interest in the profession and can describe general professional goals.</p>	<p>Meets Target: Seeks, accepts, and responds to feedback appropriately. Makes continuous efforts to improve professional practice, including using available resources (e.g., colleagues, literature). Demonstrates a commitment to the profession: seeks out and participates in professional development activities; joins professional association; and attends professional conferences, if possible. Establishes a realistic plan for continued professional growth.</p>

<p><b>PROFESSIONALISM 4. PROFESSIONAL PRESENTATION (ED 610.02 D2, INTASC 9; COMMITMENT)</b></p>	<p>Does not meet Target: Has irregular work habits. Is often late or does not meet commitments. Needs continual prompting from Mentor Teacher or supervisor to carry out responsibilities. Appears to have little self-confidence or interest in teaching and may appear disengaged. Displays a lack of professionalism in dress, attitude, and/or behaviors and lack of self-awareness of how his/her demeanor appears to others.</p>	<p>Approaching Target: Is usually well-prepared and organized. Is punctual and dependable but needs some encouragement to be resourceful and flexible. Carries out responsibilities with occasional prompting from Mentor Teacher or supervisor. Is generally confident about teaching and engaged in his/her responsibilities. Displays appropriate dress, attitude, and behaviors and is aware of the effect of his/her demeanor on others.</p>	<p>Meets Target: Is consistently well-prepared and organized. Is punctual, dependable, resourceful, and flexible. Carries out responsibilities on own initiative. Is poised and confident and fully engaged in his/her responsibilities. Is self-aware and conveys a professional demeanor through his/her dress, attitude, and behaviors.</p>
<p><b>PROFESSIONALISM 5. ADHERES TO SCHOOL AND DISTRICT POLICIES AND PROCEDURES. (ED 610.02 D1, INTASC 9; COMMITMENT)</b></p>	<p>Does not meet Target: Is not aware of school and district policies regarding such matters as dress, mandated reporting, maintenance of records, etc., or, if aware, does not adhere to these policies. Does not take the initiative to learn more about school and district policies and procedures. Does not comply with school policies, nor does s/he encourage students to comply with school policies.</p>	<p>Approaching Target: Demonstrates awareness of school and district policies and procedures and knows how to access them. Usually knows when it is appropriate to consult school and district policies and procedures before acting but may need reminding. Complies with school policies and encourages students to comply with school policies.</p>	<p>Meets Target: Takes the initiative to find out about policies and procedures. Is knowledgeable about school and district policies and procedures and knows how to access them. Consults school and district policies and procedures when in doubt about the interpretation of a policy. Complies with school policies. Encourages students to comply with school policies and assists students in understanding the reasons for policies and procedures.</p>

<p><b>PROFESSIONALISM 6. DEMONSTRATES ETHICAL BEHAVIOR. (ED 610 .02 D1; INTASC 9; COMMITMENT, HOLISM)</b></p>	<p>Does not meet Target: Does not maintain confidentiality. Shows little or no awareness of ethical standards and does not consider ethical aspects of decision-making. Appears to have few resources for dealing with ethical issues and makes these decisions haphazardly. Does not consistently take responsibility for own actions, but often blames others. Often puts own self-interest above the interest of the students and school community.</p>	<p>Approaching Target: Maintains confidentiality. Shows awareness of privacy needs of students, families, and colleagues. Is aware of ethical standards and considers these in making decisions and responding to ethical issues but needs guidance from Mentor Teacher or supervisor. Shows awareness of possible consequences of his/her decisions and actions and accepts responsibility for them. Behaves ethically and shows concern for the well-being of students, families, and colleagues.</p>	<p>Meets Target: Maintains confidentiality and respects the privacy needs and concerns of students, families, and colleagues. Is sensitive to ethical issues and considers ethical standards in making decisions and responding to ethical issues. Follows a thoughtful and systematic process in identifying and responding to ethical dilemmas. Takes responsibility for his/her decisions and actions and their consequences. Behaves ethically and in the best interests of students, families, and colleagues.</p>
<p><b>CONTENT AND TEACHING OF ART (ED 612; INTASC 4,5) 1. DEMONSTRATES UNDERSTANDING AND PROFICIENCY TO TEACH A RANGE OF VISUAL ART MEDIA, TECHNIQUES AND PROCESSES.</b></p>	<p>Does not meet Target: Does not demonstrate visual literacy and lacks competence in most or all 2D and 3D art media including drawing painting, ceramics, printmaking, sculpture, crafts, etc. Classroom demonstrations and the modeling of appropriate media skills lack accuracy &amp; confidence. Does not practice tool and materials safety and does not model their safe and responsible use. Is not interested in developing new skills with unfamiliar media and does not research new topics.</p>	<p>Approaching Target: Occasionally demonstrates visual literacy with competence in most 2D and 3D art media including drawing painting, ceramics, printmaking, sculpture, crafts, etc. Occasionally displays confidence while modeling appropriate media skills. Classroom demonstrations are inconsistent in accuracy and confidence. Inconsistently practices tool and materials safety and occasionally models their safe and responsible use. Occasionally demonstrates the importance of developing skills with new or unfamiliar media and does limited research.</p>	<p>Meets Target: Consistently demonstrates visual literacy with competence in a wide range of 2D and 3D art media including drawing painting, ceramics, printmaking, sculpture, crafts, etc. Consistently models appropriate media skills with confidence in a wide range of media, processes and techniques. Classroom demonstrations are consistently accurate and are presented with confidence. Consistently practices tool and materials safety and models their safe and responsible use. Consistently demonstrates openness and flexibility to new or unfamiliar media and conducts research to develop new skills.</p>

<p><b>CONTENT AND TEACHING OF ART (ED 612; INTASC 4,5) 2. DEMONSTRATES UNDERSTANDING AND PROFICIENCY TO TEACH THE ELEMENTS AND GUIDING PRINCIPLES OF THE VISUAL ARTS.</b></p>	<p>Does not meet Target: Does not exhibit knowledge of visual art elements and their guiding principles and is not able to use them effectively in teaching to encourage students to communicate ideas to solve visual art problems. Is not able to evaluate the effectiveness of artworks in terms of organizational elements and principles. Does not encourage students to create multiple solutions to visual art problems that demonstrate competence with elements and principles. Does not encourage students to use higher order skills such as analysis, synthesis and evaluation to solve challenging visual art problems.</p>	<p>Approaching Target: Inconsistently exhibits knowledge of visual art elements and their guiding principles and occasionally is able to use them effectively in teaching to encourage students to communicate ideas and solve visual art problems. Inconsistent in the evaluation of the effectiveness of artworks in terms of organizational elements and principles. Occasionally encourages students to create multiple solutions to visual art problems that demonstrate competence with elements and principles. Occasionally encourages students to use higher order skills such as analysis, synthesis and evaluation to solve challenging visual art problems.</p>	<p>Meets Target: Consistently exhibits significant knowledge of visual art elements and their guiding principles and is able to use them effectively in teaching to encourage students to communicate ideas and successfully solve visual art problems. Consistently able to evaluate the effectiveness of artworks in terms of organizational elements and principles. Consistently encourages students to create multiple solutions to visual art problems that demonstrate competence with elements and principles. Consistently encourages students to use higher order skills such as analysis, synthesis and evaluation to solve challenging visual art problems.</p>
<p><b>CONTENT AND TEACHING OF ART (ED 612; INTASC 4,5) 3. DEMONSTRATES UNDERSTANDING AND PROFICIENCY TO TEACH A RANGE OF VISUAL ART SUBJECT MATTER, SYMBOLS AND THEMES.</b></p>	<p>Does not meet Target: Does not select and implement a range of art subject matter, symbols and themes to guide students to communicate personal meaning through visual artworks. Does not provide students with opportunities to apply subjects, symbols, ideas and themes in the solution of visual arts problems or to use the skills to solve problems in daily life. Does not encourage students to create multiple solutions to specific visual art problems that demonstrate competence with a range of art subject matter, symbols and themes.</p>	<p>Approaching Target: Inconsistently selects and implements a range of art subject matter, symbols and themes to guide students to communicate personal meaning through visual artworks. Occasionally provides students with opportunities to apply subjects, symbols, ideas and themes in the solution of visual arts problems and to use the skills to solve problems in daily life. Occasionally encourages students to create multiple solutions to specific visual art problems that demonstrate competence with a range of art subject matter, symbols and themes.</p>	<p>Meets Target: Consistently selects and implements a wide range of art subject matter, symbols and themes to guide students to communicate personal meaning through visual artworks. Consistently provides students with extensive opportunities to apply subjects, symbols, ideas and themes in the solution of visual arts problems and to use the skills to solve problems in daily life. Consistently encourages students to create multiple solutions to specific visual art problems that demonstrate competence with a range of art subject matter, symbols and themes.</p>

<p><b>CONTENT AND TEACHING OF ART (ED 612; INTASC 4,5) 4. DEMONSTRATES KNOWLEDGE AND TEACHING PROFICIENCY OF THE HISTORY OF THE VISUAL ARTS AND THE ARTS FROM VARIOUS WORLD CULTURES.</b></p>	<p>Does not meet Target: Does not demonstrate an understanding of the historical and cultural contexts of the visual arts. Does not demonstrate an ability to apply the knowledge of art history and multicultural content through its integration into visual art making. Does not use appropriate visual supports in teaching historical and cultural themes. Does not encourage students to analyze works of art from a variety of historical and cultural contexts to inform their personal art making.</p>	<p>Approaching Target: Inconsistently demonstrates an understanding of the historical and cultural contexts of the visual arts. Inconsistently demonstrates an ability to apply the knowledge of art history and multicultural content through its integration into visual art making. Occasionally uses appropriate visual supports in teaching a variety of historical and cultural themes. Occasionally encourages students to analyze works of art from a variety of historical and cultural contexts to inform their personal art making.</p>	<p>Meets Target: Demonstrates a thorough understanding of the historical and cultural contexts of the visual arts. Demonstrates an ability to apply the knowledge of art history and multicultural content through its integration into visual art making. Consistently uses appropriate visual supports in teaching a variety of historical and cultural themes. Consistently encourages students to analyze works of art from a variety of historical and cultural contexts to inform their personal art making.</p>
<p><b>CONTENT AND TEACHING OF ART (ED 612; INTASC 4,5) 5. DEMONSTRATES THE ABILITY TO ENGAGE STUDENTS IN REFLECTION, DISCUSSION AND CRITIQUE OF THE CHARACTERISTICS AND MERITS OF STUDENT ARTWORKS AND THE ARTWORKS OF OTHERS.</b></p>	<p>Does not meet Target: Does not demonstrate the ability to guide students' reflection and discussion about artworks from a range of sources. Does not provide opportunities for students to reflect and assess their artwork and the artwork of others. Does not present critiques, both individual and group, that are engaging to all students and encourage analysis and synthesis to inform students' personal art making.</p>	<p>Approaching Target: Occasionally demonstrates the ability to guide students' reflection and discussion about artworks from a range of sources. Occasionally provides opportunities for students to reflect and assess their artwork and the artwork of others. Occasionally presents critiques, both individual and group, that are engaging to all students and encourage analysis and synthesis to inform students' personal art making.</p>	<p>Meets Target: Consistently demonstrates the ability to guide students' reflection and discussion about artworks from a wide range of sources. Consistently provides opportunities for students to reflect and assess their artwork and the artwork of others. Consistently presents critiques, both individual and group that are engaging to all students and encourage analysis and synthesis to inform students' personal art making.</p>

**CONTENT AND TEACHING OF ART (ED 612; INTASC 4,5) 6. DEMONSTRATES THE ABILITY TO INTEGRATE CURRICULUM AND TO TEACH CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES (WHEN APPROPRIATE).**

Does not meet Target:  
Does not demonstrate awareness and understanding of and necessity for a sequential art curriculum consistent with the district, state, and national standards. Whenever appropriate, does not demonstrate the ability to compare and contrast the materials, technologies and processes of the visual arts with those of other arts disciplines, i.e. music, theatre, writing, etc. Whenever appropriate, does not demonstrate the ability to compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes in other disciplines, i.e. humanities or sciences. Whenever appropriate, does not collaborate with other teachers to integrate art content with the academic curriculum.

Approaching Target:  
Occasionally demonstrates awareness and understanding of and necessity for a sequential art curriculum consistent with district, state and national standards. Whenever appropriate, occasionally demonstrates the ability to compare and contrast the materials, technologies and processes of the visual arts with those of other arts disciplines, i.e. music, theatre, writing, etc. Whenever appropriate, occasionally demonstrates the ability to compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes in other disciplines, i.e. humanities or sciences. Whenever appropriate, occasionally collaborates with other teachers to integrate art content with the academic curriculum

Meets Target:  
Consistently demonstrates awareness and thorough understanding of a necessity for a sequential art curriculum consistent with district, state and national standards. Whenever appropriate, consistently demonstrates the ability to compare and contrast the materials, technologies and processes of the visual arts with those of other arts disciplines, i.e. music, theatre, writing, etc. Whenever appropriate, consistently demonstrates the ability to compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes in other disciplines, i.e. humanities or sciences. Whenever appropriate, consistently collaborates with other teachers to integrate art content with the academic curriculum