

CERTIFICATE OF TEACHING CAPACITY LOG

As you observe your clinical educator throughout the semester, document examples of how they meet each of the CTC elements. Document these evidences in the “Clinical Educator” column. Then, throughout the semester document examples of how you are meeting each of the CTC elements in the “Student Teacher” column. Your University Field Supervisor will review this log during your debrief after each observation.

STANDARD 1: TEACHERS DEMONSTRATE LEADERSHIP		
	Clinical Educator	Student Teacher
1a.1. Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.	Takes a look at Powerschool records to examine individual student grades for each class they are enrolled in to see why a student may be struggling in our class.	I actively grade assignments as they are turned in. About every two or three weeks I send out individual emails to students who are struggling to complete their assignments for my class.
1a.3. Maintains a safe and orderly classroom that facilitates student learning.	Cabinets are labeled and supplies are well organized. Desks are arranged with plenty of space in between to keep in line with Covid-19 guidelines and restrictions.	Build rapport and respect for all and individual students with active communications in the classroom, via email, and in feedback on online assignments. If I feel a student is stressed or unwell speak with them about their challenges and I reach out and find resources to help (nurse, guidance, suggestion to seek outside help). I sanitize desks in between classes in line with Covid-19 guidelines. My Canvas pages per each class keep students abreast of our weekly tasks and goals, list all hyperlinked online assignments, instructions, and expectations.
1a.4. Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and de-escalating disruptive or dangerous behavior, and safe and appropriate seclusion and	Very playful attitude and connects well with the students, while maintaining their understanding that she is an authority figure and cares about them.	Although there aren't real behavior issues in our classroom, building up respect and rapport with the students, keeping organized information to help them plan their time, and playing music during work time in class helps the students to keep calm and content.

restraint.		
1d.1. Implements and adheres to policies and practices positively affecting students' learning	During normal (non-Covid-19) years, has a group of students as a "homeroom" or "advisory" class that meets with her 4 times a year for help with registration, classes, report cards and other issues.	The policies and practices set in place, such as having daily warm-ups, weekly online brainstorming discussion boards, and weekly online guided practice (analyzing artwork) positively affect students' learning and gives me data on students' concept comprehension and growth.
1e.1. Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Demonstrates ethical principles including honesty, integrity, fair treatment, and respect for others in the classroom and with colleagues.	Gives honest and constructive feedback, including suggestions to help improve the quality of work as well as praising things the students do well. Maintains a professional and positive attitude.

STANDARD 2: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION

	Clinical Educator	Student Teacher
2a.1. Maintains a positive and nurturing learning environment.	Establishes and Maintains an inviting, respectful, inclusive, flexible, and supportive learning environment both in classroom and in online classes.	Gives thoughtful feedback on assignments and presents prompts in daily warm-ups and projects that promote students to reflect on their feelings, ambitions, stress, as well as personal and community cultural values. In this way I maintain a positive and nurturing learning environment.
2b.1. Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	Consistently incorporates different points of view in instruction with different artists and media.	Designs classroom discussions, activities, and projects that explore personal, community, and worldly cultures by analyzing a variety of artworks, context, and interdisciplinary concepts. If some stereotypes are mentioned I provide a counter to that idea to give a broader perspective.
2b.2. Incorporates different points of view in instruction.	Uses individual student opinions/questions/discussions in teaching & encourages thought from different perspectives through discussions	Provides thoughtful discussion prompts to be used both in the classroom and on online discussion assignments that encourage different points of view. Further prods discussion and leads to other expansions of the topic to encourage broader thinking.
2c.1. Maintains a learning environment that conveys high expectations of every student.	Builds positive, appropriate relationships with students through both artistic conversations as well as personal conversations during student working time to encourage post graduation plans as well as help guide students for future classes and careers	Established expectations and requirements for assignments and major projects in the beginning, allowing for modifications and accommodations as needed. Provides very detailed feedback both in-person and written for online assignments that reinforce expectations per each student.

<p>2d.1. Cooperates with specialists and uses resources to support the special learning needs of all students.</p>	<p>During normal (before Covid-19) years, has a group of students from the self contained classroom that come into the art room during “flex” time for individualized instruction. There are usually 2 to 3 students from upper level art classes that come in to volunteer with them as well.</p>	<p>This semester I’ve spoken with or written (email) to students who are experiencing extra stress due to the Covid-19 restrictions and pandemic. I have referred such students to the guidance counselors. For general classroom instruction I use the Canvas platform as a resource to post information regarding assignments, technical demonstration recordings for artmaking processes and material use, and I print instructional materials for students who have specific learning needs such as organizational issues, time-management issues, and those who have an IEP, 504, or other learning needs.</p>
<p>2d.2. Uses research-verified strategies to provide effective learning activities for students with special needs.</p>	<p>Through reading of articles from known art education sources (such as Art of Ed University, School Arts Magazine & NAEA) as well as communication with family members and collaboration of school EC teachers.</p>	<p>Researches different teaching theories and strategies published on Google Scholar to incorporate into teaching methods.</p>

STANDARD 3: TEACHERS KNOW THE CONTENT THEY TEACH

	Clinical Educator	Student Teacher
3a.2. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	Visual journal & sketchbook entries that require writing or responding to written prompts.	Give daily warm-ups with technical, reflective, and fun prompts to get students in a creative mood. Offer students to critique in the classroom during class time, or to record themselves speaking or to write about their artwork, creative and art making processes, challenges, and what they may do differently if given a chance. In this way each and every student can reflect on their learning and evaluate their artwork without additional stress. Weekly discussion boards and reflective guided practice assignments are also posted on Canvas for students to have discussions on the topics of the week in class, and also write about them and share their ideas with one another online.
3b.2. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	Student choice in projects and media with the ability to explore options not used before and experiment without fear of grading policy	Classroom Brainstorming discussions with extra prompting encourages students to expand their content knowledge and share ideas. Designing open-ended assignments with guidance allows and encourages students to try new materials and new ideas. Performing one-on-one demonstrations for artmaking processes with students in the classroom and encouraging them to follow along helps to satisfy their natural curiosity, as well.
3d.1. Integrates 21st century skills and content in instruction.	Identifies relationships between the content and 21st century content and integrates this content throughout lesson plans and classroom instructional practices.	Has students use their Chromebooks to make Google Slide presentations for each major project, to participate in online activities such as discussion boards, and to embed instructional materials and technical demonstrations onto weekly course pages on Canvas for easy access.

STANDARD 4: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

	Clinical Educator	Student Teacher
4c.1. Uses a variety of appropriate methods and	Understand the influences that affect individual student learning and differentiate their instruction	Posts all assignments (Brainstorming Discussions, Guided Practice, daily warm-up sketches, major projects,

materials to meet the needs of all students.	accordingly. From language assistance, flexible material use and integration of IEP/504 goals and flexible grading. Grading for growth model.	and critique assignments) onto Canvas so all students may have access at any time. Also sit one-on-one with students who may have specific learning needs (IEP, 504, technology disinclined) to share their artmaking assignments in person (warm-ups and projects), and to have discussions regarding the brainstorming, guided practice, and critique assignments for credit.
4d.1. Integrates technology with instruction to maximize students' learning.	Use of SmartBoard, Canvas LMS, document camera in classroom instruction as well as Virtual/Online classes. Also the ability for students to use different apps and other digital tools as media in projects	Use of SmartBoard, Canvas LMS, document camera in classroom instruction as well as Virtual/Online classes. Also the ability for students to use different apps and other digital tools as media in projects.
4e.1. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. The creative design process and art making in general naturally does this.	Designs discussion boards and leads classroom discussion specific to the lesson each week. Every question prompt requires the students to reflect and think critically regarding the specific context topic, processes, and content for the week. Students are encouraged to experiment with a variety of materials to problem-solve issues relating to those processes.
4f.1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	During normal (nonCOVID) years, when students are allowed to sit in groups and share supplies, at least 1 major project per semester is a group/collaboration project. The seating in groups or pods also lends itself to allowing these interactions during individual projects.	The discussion boards organize the cohorts and the A-Day/B-Day classes into learning teams to collaborate on gathering ideas and information regarding weekly Brainstorming Discussions.
4g.1. Uses a variety of methods to communicate effectively with all students.	Canvas announcements, email, phone	Speaking in class, email, and sending communications via Canvas course comments/feedback and announcements.
4g.2. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	Class discussions, questioning of how students feel about assignments, encourages student contributions to planning of future projects, verbally and visually walking through ideas aloud with students	Weekly Critiques are held to give students the opportunity to speak to the whole class during class time, or to submit a written description or media recording that addresses what their artwork looks like, why they made certain choices for thumbnail sketches and materials, their artmaking process, materials, and techniques, any challenges they had, and if they would do anything differently looking back. The weekly classroom and online discussions also help to encourage students to clearly articulate their thoughts and ideas.
4h.1. Uses multiple indicators,	Provides opportunities, methods, feedback, and	Uses formative assessments of classroom discussion,

both formative and summative, to monitor and evaluate students' progress and to inform instruction.	tools for students to assess themselves and each other through class discussions, self evaluations and class critiques	observations of students working, guided practice activities, and summative assessments of projects and project critiques (or self evaluations if written or recorded) to evaluate student growth, success, and needs.
4h.2. Provides evidence that students attain 21st century knowledge, skills and dispositions.	Uses the information gained from the assessment activities to improve teaching and student learning and provides opportunities for students to assess themselves and others through critiques/written self assessments.	Uses observations and student feedback to reflect on ways to improve learning experiences. Evidence that provides students motivation to attain 21st century knowledge, skills, and dispositions is the very detailed feedback given to students regarding their work, what they did well, and what and how they may improve their current work or make stronger work in the future.

STANDARD 5: TEACHERS REFLECT ON THEIR PRACTICE		
	Clinical Educator	Student Teacher
5a.1. Uses data to provide ideas about what can be done to improve students' learning.	Using outcomes of projects as well as student feedback to plan future projects as well as new classes.	Pays attention to student choice in their artwork compositions and warm-ups and uses that information/data to plan for future lessons that will both hold student interest and aid in improving areas of material use and technique or expanding knowledge of various concepts for later use.