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San José State University
Department of Art & Art History
ARED 365, Art Credential Program, Section 02, Fall 2017

Course and Contact Information

Instructor:	Susan W. Trimingham
Office Location:	Art 321
Telephone:	(408) (924-4391)
Email:	susan.trimingham@sjsu.edu
Office Hours:	Tuesday 3:00-4:00 pm
Class Days/Time:	Tuesday 4:30-7:50
Classroom:	Art 141
Prerequisites:	Teacher Candidate
Department Office:	ART 116
Department Contact:	Website: www.sjsu.edu/art Email: art@sjsu.edu

Course Format

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

These seven seminars present topics in Art Education for middle and high school Art teachers. In addition as described below, the seminars provide the framework for the intensive experience in supervised student teaching, student teaching under contract, or intern teaching.

A. Traditional student teachers will work with one resident/master teacher at the middle or high school level and with a university supervisor, assuming full responsibility for two classes involving two preparations for 184YZ, or for one class for anyone taking only 184Y or 184Z.

The Teacher Candidate should try to assume her or his duties quickly. The exact schedule for the student teacher's taking over the classes will be worked out with the resident/master teacher(s). Generally, the student teacher will observe for one week before assuming full responsibility for the first class, and by the end of the second week the student will assume full responsibility for the second class. As soon as possible, Teacher Candidates must have complete responsibility for creating unit and daily lesson plans, for handling classroom procedures, for managing classroom behavior issues, for assessing student work, and for

completing grade documents, and so forth. Teacher Candidates rely on the guidance of resident teachers. They need to debrief with resident teachers regularly to discuss observations and concerns. “His/her” students should recognize the Teacher Candidate as the teacher in charge at the earliest possible convenience.

Teacher Candidates must be on campus one prep period for each class taught (normally a total of four periods per day). According to state requirements, the traditional student teacher must teach full-time for two weeks of the Phase II/III semester. Thus, to accommodate this requirement, Teacher Candidates should start discussing and planning when and how they will assume three additional sections for a two-week period during the semester.

B. Teacher Candidates teaching under contract will take responsibility at once for their classes (one to five classes, depending on their contract). They will be evaluated by a university supervisor and by a designated on-site evaluator at the school site. Each candidate who is completing Phase II/III student teaching under contract will need to have an administrator at the school site complete the agreement form developed by the English Education Program for an employed Phase II/III candidate.

C. Intern teachers will assume responsibility for their assigned classes for the entire school year. Interns will be supervised in both the fall and spring semesters by both a university supervisor and an on-site evaluator. Each semester interns will have mid-semester formative evaluations and summative evaluations.

Course Goals

The purpose of the Single Subject Credential Program is to prepare scholar practitioners as critical thinkers and reflective decision-makers committed to educating youth for life-long learning in a technologically advanced, culturally-diverse democracy.

Course Learning Outcomes (CLO) (Required)

The seminar sessions reinforce the objectives required of Credential candidates during their Phase II/III student teaching experience. Candidates will be able to:

- CLO1.** Establish and sustain a level of student rapport and a classroom environment that promotes learning
- CLO2.** Prepare at least one unit plan and continuing daily lesson plans that include standards, objectives, procedures (i.e. strategies, activities, materials, and assessment plans) that are defined and coordinated with each other
- CLO3.** Use strategies, activities and materials appropriate for diverse students
- CLO4.** Motivate student interest and appropriate conduct during a variety of activities
- CLO5.** Communicate effectively by presenting ideas and instructions clearly and meaningfully to students
- CLO6.** Evaluate students’ needs and achievements
- CLO7.** Promote development of cognitive abilities
- CLO8.** Demonstrate capacity to teach diverse students

Credential candidates must meet the following Computer Based Technology Objectives and Field Based Performance Indicators during Phase II/III student teaching experience. Candidates will be able to:

- CLO1.** Use record keeping software to efficiently record and manage student work
- CLO2.** Use recordkeeping software appropriately to determine student grades

- CLO3.** Use software to communicate with students and/or parents about how grades are determined (email, profile sheets, etc)
- CLO4.** Use appropriate software and technology to collect and analyze data to improve instructional practice and student learning
- CLO5.** Use computer-based technology to create interesting, informative, motivating and developmentally appropriate course materials
- CLO6.** When possible, provide class materials to students and parents on-line
- CLO7.** Create at least two lessons that use technology to support diverse needs of the learners; that require students to use electronic research to solve at least one complex problem; that effectively incorporate subject software and/or subject specific websites
- CLO8.** Deliver at least one of the above technology lessons to demonstrate effective management of student learning activities in a technology-enhanced environment
- CLO9.** Include discussions or other class activities that focus on the inequity of access to technology and on the ethical use of technology and of information acquired on the Internet
- CLO10.** Include discussions or other class activities that focus on how to determine reliability and authenticity of and bias in the information acquired on the Internet

Required Texts/Readings

Candidate Handbooks

Making Good Choices at: <http://www.sjsu.edu/education/pact/pact/docs/Making%20Good%20Choices.pdf>

Student Teaching Handbook at: http://www.sjsu.edu/secondary/faculty/faculty_resources/index.html under Supervisors' Handbooks & Forms

Art Teaching Event Handbook and the *Art Rubric* at:

http://www.sjsu.edu/education/pact/forms_rubrics/index.html

Library Liaison

Our library Liaison is Elisabeth Thomas. She can be reached via email at elisabeth.thomas@sjsu.edu and by phone at (408) 808-2193. Her office is located on the 4th floor of the King Library and she welcomes students to contact her with research questions. Art and Art History Library Resources are available online at:

libguides.sjsu.edu/Art. All of the University Library Resources can be accessed at: libguides.sjsu.edu/az.php

Art Education Resources: <http://libguides.sjsu.edu/arteducation>

Course Requirements and Assignments

- 1. Attend and participate in each of the seven seminar meetings.**
- 2. Context of Learning Paper**-- as described below—This is due at the beginning of the second seminar, and is to focus on one class that you are teaching. Explain how the factors addressed in your paper reflect effective classroom management issues.

February 4-15 (*subject to change with advance notice made in class*):

- A.** Write a 1-2 page commentary that addresses the following:
 1. Type of school/program in which you teach, (e.g., Middle/high School, themed School or program)

2. Kind of class you are teaching (e.g., ninth grade English – untracked, American Literature – College Prep) and the organization of the subject in the school (e.g., departmentalized, interdisciplinary teams)
 3. Degree of ability grouping or tracking, if any 3
- B.** Describe your specific class with respect to the features listed below. Focus on key factors that influence your planning and teaching:
1. Academic development. Consider prior student knowledge, key skills, developmental levels, and other special educational needs.
 2. Language development. Consider aspects of English language proficiency in conversational and academic language as well as in the students’ primary languages.
 3. Social development. Consider factors such as the students’ ability and experience in working independently and with others
 4. Socio-economic and cultural contexts. Consider key factors such as cultural context, knowledge acquired outside of school, and home/community resources
- C.** Describe any district, school, or resident teacher requirements or expectation that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.

3. Complete the Context for Learning Form from your PACT Handbook:

http://www.sjsu.edu/education/pact/forms_rubrics/index.htm or Google PACT Teaching Event and click on “Teaching Event Handbooks”

4. The following requirements are to be fulfilled in your school setting:

- A.** Meet with your resident teacher(s) or on-site evaluator(s) in your assigned school as soon as your placement has been confirmed. Discuss the school program and calendar. Ask if it is possible to be included in any departmental or school faculty orientations or meetings.
- B.** Observe your resident teachers’/coaches’ classes (if possible). Take notes during this time and familiarize yourself with classroom procedures and course content. Special attention should be given to classroom management skills, such as roll taking, names of students, absences, and tardiness, referrals, and test make-ups.
- C.** At the beginning of the semester, give your university supervisor your vacation/holiday and bell schedule, including any alternate or special school day dates. Include a map of the campus marked with the location(s) of your classes.
- D.** Dress appropriately for your work environment. You are a professional educator on your campus while you are student teaching, and you want to project that persona.
- E.** Observe time schedules for classes, meetings, and other conferences that are part of your workload.

5. The following requirements are to be fulfilled in your student teaching:

- A.** Maintain a weekly Journal in which you:

1. Reflect on goals set for that week or on a specific class from the week—it may be especially helpful to reflect on a class that is observed by your university supervisor, resident teacher, or on-site evaluator.
2. Set goals for the following week or discuss changes you'd like to make.

Please give your up-to-date Journal to your university supervisor each time he or she visits your classroom.

6. Maintain a 3-ring binder of all materials you have used/created during the semester for two classes.

Your binder will include:

- A. Unit plans
- B. Full daily lesson plans with standards, objectives, activities, and handouts
- C. Student work (used for modeling and illustrating assessment strategies)
- D. Quizzes
- E. Tests
- F. Overheads
- G. Up-to-date grade documents
- H. Seating charts
- I. Sample graded student work
- J. Observation reports and evaluations from university supervisor

Please give your up-to-date Binder to your university supervisor each time she visits your classroom.

Overview of the PACT Teaching Event

http://www.sjsu.edu/education/pact/forms_rubrics/index.html

Focus on student learning

In this Teaching Event you will show the strategies you use to make art accessible to your students, and how you support students in learning to read, write, and use academic language. You will explain the thinking underlying your teaching decisions and analyze the strategies you use to connect students with the content you are teaching. You will examine the effects of your instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

Select a learning segment

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments. If you teach art to more than one class of students, focus on only one class.

For the Teaching Event, you will **plan a learning segment of about two weeks (approximately 8-10 hours of instruction)** that is designed to develop students' abilities to 1) make art (creative expression); 2) analyze, interpret, and evaluate qualities of visual form (artistic perception); 3) understand the contributions artists and art make to culture and society (historical and cultural context); and 4) understand how people make and justify judgments about art objects (aesthetic valuing). The learning segment will include learning objectives for both

the curriculum content and the development of academic language related to that content. A Glossary of terms used in the Teaching Event appears on pages 20-22.

Submit teaching artifacts and analysis

You will submit lesson plans, copies of instructional and assessment materials, three video clips of your teaching, a summary of whole class learning, and an analysis of original student artwork. You will also write commentaries describing your teaching context, analyzing your teaching practices, and reflecting on what you learned about your teaching practice and your students' learning. The instructions in the following pages will guide you in putting together the instructional materials, video selection, student work samples, and commentaries required in this Teaching Event.

Assessment of your Teaching Event

Your Teaching Event should clearly demonstrate how your practice meets the California Teaching Performance Expectations (TPEs). A list of the TPEs appears at the end of this Handbook. Scoring rubrics have been developed to align with these professional expectations for classroom teachers.

To download this Handbook or for more information about the Teaching Event, the scoring rubrics, and the TPEs, go to the PACT website at the SJSU College of Education website.
http://www.sjsu.edu/education/pact/forms_rubrics/index.htm

Student teachers, interns, and contract teachers are graded in ARED 365 and 184Y/Z with CR (Credit) or NC (No Credit). **The candidate must fulfill all course requirements. The candidate must also provide evidence of good teaching and potential for continued growth to meet the criteria for the grade of "CR."**

Your university supervisor and your on-site evaluator(s) will fill out **Formative Evaluations by October 13** (*subject to change with advance notice made in class*). You will be advised about areas of your teaching that you will need to improve in order to receive credit for the course. You should have ample opportunity to improve in those areas before the end of the semester. Formative Evaluations from **both** the university supervisor and on-site evaluators **must be** on file in the English Credential Office.

October 13 (*subject to change with advance notice made in class*). your university supervisor and on-site evaluator(s) will again submit written evaluations of your performance, using the **Summative Evaluation Form**. You are required to teach your classes until the end of the semester of the school in which you are student teaching. Credit will not be assigned if you do not complete the term at the school to which you have been assigned.

Evaluations University supervisors and resident teachers will submit:

1. Formative evaluations no later than **October 13** (*subject to change with advance notice made in class*).
2. Summative evaluations no later than **November 14** (*subject to change with advance notice made in class*).

Incompletes for **ARED 365** and **184YZ** will be given only in extenuating circumstances.

Academic Integrity Policy: The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. This policy sets standards for such integrity. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university's degrees are compromised.

Plagiarism: At SJSU plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to full academic requirements. Plagiarism includes, but is not limited to:

1. The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another's work, without giving appropriate credit, and/or representing the product as one's own work;
2. Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works as one's own.

(Adapted from the SJSU Academic Senate Policy, S07-2; **please check this web site for the full policy:** http://www.sa.sjsu.edu/judicial_affairs/index.html)

According to the SJSU policy, the minimum penalty for plagiarism is failure of the assignment/paper/exam. It is your responsibility to become informed about the Academic Integrity Policy.

Disability Resources: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible. "Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability." URL for Disability Resources: <http://www.drc.sjsu.edu/>

PACT

The due date for Fall 2017 is Monday, (*subject to change with notice*). Candidates must have their assessments in at that time. Please note the following about late submissions and inform your students (this appears on page 8 in the Pact Handbook and Policies):

"Late submissions are only accepted with documentation of extenuating circumstances and may delay your credential up to one semester. Requests for a late submission must be submitted, along with appropriate documentation, to the PACT Coordinator at least two weeks before the posted deadline. If the candidate does not submit their Teaching Event by the publicized deadline and does not have an approved extension, this failure to submit will constitute the candidate's first failed Teaching Event. In order to submit a second and final Teaching Event, the candidate will need to meet with the PACT Coordinator to discuss a remediation

plan and due date. If this Teaching Event is passed, the candidate will have satisfied the TPA requirement for a preliminary credential. If this Teaching Event is not passed, the candidate will be disqualified from the program. You are strongly encouraged to make every effort to meet the posted deadline as the consequences for not doing so are serious.”

Results will be reported to students in 2-4 weeks (*subject to change with advance notice made in class*).

It is highly recommended that all students who are completing the PACT use the document titled *Making Good Choices*, which gives a breakdown of most of the prompts in the assessment. In the past, some of the students who did not pass on their first attempt did not use this to support their understanding of what the prompts are calling for. Please urge your students to read this early and often. It is also recommended that they go over the rubrics. This seems to be most effective if it is done in class with support from an instructor. If you as an instructor need clarification of what the rubrics are asking for, please use the *Thinking Behind the Rubrics* document which can be found by following this link: <http://www.sjsu.edu/education/pact/faculty/index.htm>.

For tech support, please visit this website:

http://www.sjsu.edu/education/pact/PACT_Tech_Support_/index.htm

Students can check out equipment by use the link above. They should not wait until the last minute, as it is not an automated system. Please share the link with the students so they understand the process for checking out equipment as well as how to get support with editing. Video editing support will be available just before the PACT is due. I will post those dates online. Candidates should make note of the dates and plan ahead.

Please note that we have two PACT orientations scheduled:

Secondary Education (all subjects) will be Thursday, August 28, 2014 from 4:00-6:00pm in SH 120 (*subject to change with advance notice made in class*).

Final Thoughts from a Teacher Candidate

I felt this exercise, though at times one that felt immense and one that certainly integrated a lengthy set of tasks, was a valuable one, as it allowed me to apply my own learning, conceptual knowledge and developmental understanding to a lesson series I designed, implemented and reflected on. Moreover, it honed my ability to closely analyze student understanding and work to inform instruction in consecutive lessons and further. To develop an intentional and meaningful practice I must continue to reflect on my own teaching and consider how to improve instruction, taking time to consider class experiences and assessments to gauge what students know and where they should go next. Any reflection must incorporate an understanding of students' thinking and reasoning (O'Malley, & Chamot). This process of reflection and in-depth analysis is one I hope to familiarize myself with well enough to implement frequently with any student and any curriculum I am confronted with, in both formal and informal ways. This project allowed me to connect and explore ideas related to learning much in the way I hope my students will do.

[Testimonials About PACT from Students and Faculty](#)

University Credit Hour Requirement

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Grading Information

Determination of Grades

- Grades are Credit or No Credit and will be based on participation and attendance for the seven seminars.

Classroom Protocol

Attend and participate in each of the seven seminar meetings.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Candidates will have access to video recording equipment (cameras, tripods, wireless mikes) and editing software in PACT Resource Room (SH 446) by the end of September

For tech support, please visit this website:

http://www.sjsu.edu/education/pact/PACT_Tech_Support_/index.htm

ARED 365 / Art Credential Program, Fall 2017, Course Schedule

SUGGESTED PACT TIMELINE

DATES	ACTIVITY	ASSIGNMENTS DUE
Start of semester	<p align="center">CONTACT UNIVERSITY SUPERVISOR susan.trimingham@sjsu.edu</p>	
<p>Weeks 1-2 Aug 23 –Sept 1</p>	<p><u>Review PACT Teaching Event</u></p> <ul style="list-style-type: none"> • Prepare for Orientation • Identify Candidate Handbooks 	<ul style="list-style-type: none"> • Candidates download handbooks from website • CONTEXT FORM <i>(Art Teaching Event Handbook pg. 5)</i> • Facilitate candidates making connections to previous coursework or signature assignments

	<ul style="list-style-type: none"> • <i>Making Good Choices</i> at: http://www.sjsu.edu/education/pact/pact/docs/Making%20Good%20Choices.pdf • <i>Student Teaching Handbook</i> at: http://www.sjsu.edu/secondary/faculty/faculty_resources/index.html under Supervisors' Handbooks & Forms • <i>Art Teaching Event Handbook</i> and the <i>Art Rubric</i> at: http://www.sjsu.edu/education/pact/forms_rubrics/index.html 	
<p>Weeks 3-4 1. Context for Learning Sept 4-Sept 15</p>	<p style="text-align: center;"><u>Complete Task 1</u> (CONTEXT) (TPEs 7,8)</p> <ul style="list-style-type: none"> • Provide relevant information about your instructional context and your students as art learners. Getting to know your students. Choose 3 students to focus on: <ul style="list-style-type: none"> • English Learner • IEP or 504 or GATE • Underserved group 	<ul style="list-style-type: none"> • Candidate and Cooperating Teacher map where the students will generally be with the curriculum in weeks 7-8 • Candidate practices leading instructional strategies that may be necessary for the teaching event • Supervisors can share the guiding questions and rubrics for each task with candidates • PACT has created video release forms. Supervisors pass out or candidates download from SJSU COE website in advance so that they will already have forms collected before starting student teaching.
<p>Weeks 5-6 2. Planning Instruction & Assessment Sept 18-Sept 29</p>	<p style="text-align: center;"><u>Complete Task 2</u> (PLANNING) (TPEs 1, 2, 3, 4, 6, 7, 8, 9, 10, 12)</p> <ul style="list-style-type: none"> • Select a learning segment of 8-10 hours of instruction that develops students' creative expression and artistic perception, understanding of aesthetic valuing and visual art in historical and cultural context. Select one standard for your lesson plan from one of those 4 component strands, remembering to include all components of learning in your learning segment. The learning segment should also develop students' academic language. • Create an instruction and assessment plan for the learning segment and write lesson plans. 	<ul style="list-style-type: none"> • Candidates should seek out feedback on plans before implementation by instructors, cooperating teacher and supervisor. • LESSON PLAN FOR LEARNING SEGMENT • INSTRUCTIONAL MATERIALS • PLANNING COMMENTARY

	<ul style="list-style-type: none"> • Write a commentary that explains your thinking behind the plans. • Record daily reflections, to submit in the reflection section of the Teaching Event. 	
<p>Weeks 7-8 3. Instructing Students & Supporting Learning Oct 2-Oct 13</p>	<p style="text-align: center;"><u>Complete Task 3</u> (INSTRUCTION) (TPEs 1, 2, 3, 4, 5, 6, 7, 10, 11, 13)</p> <ul style="list-style-type: none"> • Review your plans and prepare to videotape your class. Identify opportunities for students to understand the purpose of the learning segment, observe and respond to a demonstration of a skill, and critique artwork. •Videotape the lesson(s) you have identified. •Review the videotape(s) to identify three video clips that portray the required features of your teaching and are within specified time limits. •Write a commentary that analyzes your teaching and your students’ learning in video clips. 	<ul style="list-style-type: none"> • Candidates will have access to video recording equipment (cameras, tripods, wireless mikes) and editing software in PACT Resource Room (SH 446) by the end of September. • VIDEO CLIPS • VIDEO LABEL FORM • INSTRUCTION COMMENTARY <p>FORMATIVE ASSESSMENTS</p>
<p>Weeks 9-10 4. Assessing Student Learning Oct 16-Oct 27</p>	<p style="text-align: center;"><u>Complete Task 4</u> (ASSESSMENT) (TPEs 2, 3, 4, 5, 13)</p> <ul style="list-style-type: none"> • Select one student assessment from the learning segment that required the production of original art and analyze the student artwork using evaluative criteria (or a rubric). •Identify and photograph three pieces of student artwork that illustrate class trends in what students did and did not understand. •Write a commentary that analyzes the extent to which the class met the standards/objectives, and analyzes the individual learning of two of the three students represented in the work 	<ul style="list-style-type: none"> • Prior to this week, it might be a good idea to lead candidates through a process for analyzing student work using work from an assignment outside of their PACT. • PHOTOGRAPHS OF STUDENT ARTWORK • EVALUATIVE CRITERIA/RUBRIC • ASSESSMENT COMMENTARY

APPENDIX I

Teaching Performance Expectations

The Teaching Performance Expectations describe the set of knowledge, skills, and abilities that California expects of each candidate for a Single Subject Teaching Credential. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion of Phase I and Phase II/III student teaching, as well as the Performance Assessment for California Teachers (PACT) teaching event.

During the supervised field experience, you will be evaluated based on the Teaching Performance Expectations and given verbal and written feedback regarding your strengths and areas for growth.

Candidates in the Single Subject Credential Program, through course work and field experiences, will be able to demonstrate the following:

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information for TPE 1: TPE 1 is divided into two categories intended to take into account the different teaching assignments of Multiple Subject and Single Subject credential holders. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas. Single subject credential holders work in departmentalized settings and have more specialized assignments.

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Art as a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Art. They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards. They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms.

Candidates for a Single Subject Credential in Art model and encourage student creativity, flexibility, and persistence in solving artistic problems. They provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.

Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Additionally, Art Single Subject Candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish and monitor procedures for the safe care, use, and storage of art equipment and materials. Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world. They emphasize the contributions of art to culture, society, and the economy, especially in California. Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist's intent, purpose, and technical proficiency. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Where appropriate, they connect and apply what is learned in the visual arts to other subject areas. Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

- Use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students
- Pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products
- Anticipate, check for, and address common student misconceptions and misunderstandings

TPE 3: Interpretation and Use of Assessments

- Understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction
- Understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.
- Use multiple measures to assess student knowledge, skills, and behaviors
- Know about and can appropriately use informal classroom assessments and analyze student work
- Understand format and administration of standardized testing
- Accurately interpret assessment data to identify level of proficiency of ELL
- Explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

- Incorporate specific and varied strategies, teaching/instructional activities, procedures, materials, and experiences that address state-adopted academic content standards for students
- Prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement.
- Explain content clearly and reinforce content in multiple ways
- Provide opportunities and adequate time for students to practice and apply what they have learned
- Distinguish between conversational and academic language, develop student skills in using and understanding academic language, and teach students strategies to read and comprehend a variety of information sources in the subject(s) taught
- Encourage student creativity and imagination
- Motivate students and encourage student effort
- Foster access and comprehension for all learners
- Adjust lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

- Clearly communicate instructional objectives to students
- Ensure the active and equitable participation of all students and monitor student progress toward academic goals.
- Candidates examine off-task behavior and use strategies to re-engage students
- Encourage students to share and examine points of view during lessons
- Use community resources, student experiences, and applied learning activities to make instruction relevant
- Ask stimulating questions, help students frame meaningful questions, and challenge student ideas.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

- Build on students' command of basic skills and understandings
- Design learning activities to extend students' concrete thinking, foster abstract reasoning and problem-solving skills, and help students develop learning strategies to cope with increasingly challenging academic curriculum
- Help students develop personal skills like time management, group work, peer relationships, appropriate classroom behavior, and responsibility to maximize learning

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

- Establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills
- Communicate course goals, requirements, and grading criteria to students and families
- Help students to understand connections between the curriculum and life beyond high school, and the consequences of academic choices in terms of future career, school and life options
- Promote behaviors important for work such as taking responsibility, being on time, and completing assignments
- Understand and show sensitivity toward characteristics of adolescence.

TPE 7: Teaching English Learners

- Know and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners and English Language Development leading to comprehensive literacy in English
- Familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion
- Implement an instructional program that facilitates English language development
- Draw upon information about students' backgrounds and prior learning to provide instruction differentiated to students' language abilities
- Understand how and when to collaborate with specialists and para-educators to support English language development
- Select instructional materials and strategies to develop students' abilities to comprehend and produce English and extend students' current level of development
- Know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subject area
- Use systematic, explicit instructional strategies to make grade-appropriate or advanced curriculum content comprehensible to English learners

- Allow students to express meaning in a variety of ways
- Apply understanding of cognitive, pedagogical, and individual factors that affect students' language acquisition when planning lessons for English language development and for academic content

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

- Use formal and informal methods to assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students
- Understand how multiple factors, including family/parental support, gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn
- Identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted

TPE 9: Instructional Planning

- Plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students
- Establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement
- Use explicit, appropriate, and effective teaching methods to help students meet or exceed grade level expectations
- Sequence instruction so the content to be taught connects to preceding and subsequent content
- Select or adapt instructional strategies, grouping strategies, and instructional material to meet student-learning goals/needs
- Plan lessons that connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs
- Plan differentiated instruction
- Use available aids and volunteers, when appropriate, to help students reach instructional goals

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

- Allocate and adjust instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
- Establish procedures to maximize instructional time

TPE 11: Social Environment

- Develop and maintain clear expectations for academic and social behavior that create a positive climate for

learning

- Establish rapport with students and their families to support academic and personal success
- Respond appropriately to sensitive issues and classroom discussions

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

- Recognize ways in which personal values and biases affect the teaching and learning of students
- Intolerant of all forms of harassment, discrimination, and exploitation
- Understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms
- Can identify suspected cases of child abuse, neglect, violent behavior, and harassment and implement school and district guidelines for reporting such cases
- Understand legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals
- Act in accordance with professional ethical considerations

TPE 13: Professional Growth

- Reflect on and evaluate their own teaching practices and subject matter knowledge
- Seek to improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies
- Use reflection/feedback to formulate/prioritize goals for increasing their subject matter knowledge/teaching effectiveness