

**San José State University**  
**Department of Art & Art History**  
**ARED 150/CA 150, Field Experiences in Art, Section 02, Spring 2018**

**Course and Contact Information**

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<b>Office Hours:</b>	Tuesday 11:15-12:00, Thursday 11:15-12:00
<b>Class Days/Time:</b>	Friday 10:30-1:15
<b>Classroom:</b>	Art 141
<b>Prerequisites:</b>	Upper division standing: Art 138 and 139, or permission of the instructor

**Course Format**

**Faculty Web Page and MYSJSU Messaging**

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 (Required)**

This capstone course in art education provides opportunities to observe the enriched learning provided by the diversity of students and public schools in the region. Structured observations and field experiences give those considering teaching opportunities to interact with outstanding teachers of the arts.

This seminar course will focus on observations of instructional methodology in art education including the California Standards for the Teaching Profession (CSTP). The basis for discussion will be the *California Framework for Visual and Performing Arts* and the *Visual and Performing Arts Content Standards for California Public Schools*. Participants in ARED 150 will observe and discuss ways to develop learning activities designed to help students (middle and/or high school) to:

- Process, analyze and respond to sensory information through the language and skills unique to the visual arts (Artistic Perception)
- Apply artistic processes and skills to communicate meaning and intent. (Creative Expression)
- Understand the visual arts in relation to history and culture (Historical and Cultural Context)
- Analyze, assess and derive meaning from works of art. (Aesthetic Valuing)
- Connect and apply what is learned in visual art to other art forms and subject areas. (Connections/Applications)

## Course Goals

The primary goal of this course is to provide students with a structured set of learning tasks in art education that will enable them to observe and reflect upon art programs in a variety of venues – particularly art classes at the middle and/or high school levels. The observation component consists of classroom observations designed to heighten critical awareness of the cultural dynamics of a school, classroom dynamics, and effective teaching. Students are expected to visit and observe 45 hours during this semester.

All observations, discussions, and writing will connect to the *California Visual and Performing Arts Framework* and the *Content Standards for the Visual Arts* (see “Required Texts”). The formalist approach favored in the *Framework* and *Content Standards* will be used in the class and concentrates on the art elements and principles of design as they are introduced and utilized at various grade levels. History and theories of art education will be addressed as well as the proficiency levels and developmental stages in art. This course also critically addresses several of the core California Standards for the Teaching Profession and these are incorporated into the objectives of the course.

**In compliance with the California Standards for the Teaching Profession, students will observe, analyze, and discuss techniques that will increase awareness of the ways that professional teachers:**

- Engage and support all students in learning
- Create and maintain an effective learning environment
- Plan instruction and design learning experiences for all students
- Assess student learning
- Understand and organize subject matter
- Develop as a professional educator

## Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

### From the SJSU General Education Guidelines:

- CLO1. Refine oral and writing competencies (explain, analyze, develop, and criticize) including ideas encountered in multiple readings and expressed in different forms of discourse
- CLO2. Effectively summarize, analyze, and respond to ideas within the field of art education
- CLO3. Locate, evaluate, and make effective use of art and art education resources

### Art and Human Development/Theories of Learning in Art (from the California Commission on Teacher Credentialing):

- CLO4. Students will examine and discuss the role of the visual arts in human development.
- CLO5. Demonstrate knowledge of how students’ cultural backgrounds, learning styles, and developmental levels are related to learning in the visual arts classes they have observed.
- CLO6. Demonstrate knowledge of Teaching Performance Expectations (TPE).
- CLO7. Demonstrate understanding of the scope and changing role of art education in America.

## Required Texts/Readings

### Textbook

*Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* (item #001592) @ \$19.95. You can order a copy at: <http://www.cde.ca.gov/re/pn/rc/index.asp> or download a copy at: <http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf>

### Other Readings

*The Artful Teaching & Learning Handbook*, Perpich Publications, hard copy (\$30) or available as an electronic version at: [http://www.pcae.k12.mn.us/index.php?section=outreach\\_publications](http://www.pcae.k12.mn.us/index.php?section=outreach_publications)

The “Art Education in Practice Series” (especially *Talking about Student Art, Rethinking Curriculum in Art and Assessment in Art Education*)

Armstrong, T. (2009). *Multiple intelligences in the classroom*. Alexandria, VA: ASCD.

Hetland, L., Winner, E., Veenema, S. & Sheridan, K. (2007). *Studio thinking: The real benefits of visual arts education*. New York and London: Teachers’ College Press.

Stankiewicz, M.A. (2001). *Roots of art education practice*. Worcester, Massachusetts: Davis Publications, Inc.

### Library Liaison

Our library Liaison is Aliza Elkin. She can be reached via email at [aliza.elkin@sjsu.edu](mailto:aliza.elkin@sjsu.edu) and by phone at (408) 808-2043. 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](http://libguides.sjsu.edu/Art). All of the University Library Resources can be accessed at: [libguides.sjsu.edu/az.php](http://libguides.sjsu.edu/az.php)  
Art Education Resources: <http://libguides.sjsu.edu/arteducation>

### Course Requirements and Assignments

Course requirements, reading materials, learning activities, and assignments contribute to or are aligned with course learning outcomes. You will be expected to complete readings and assignments in advance of class sessions and to attend all class sessions. You will also be expected to practice professional, collegial behaviors—to be collaborative rather than competitive, to develop your skills as an attentive listener to the presentations of others, and, generally, to be respectful and helpful.

### 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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Final Examination or Evaluation

This course models current education practices and final grades are based on modes of evaluation, as appropriate, other than examination.

## Grading Information

**103 total points possible:**

**100-90 pts = A+/A/A-**

**89-80 pts = B+/B/B-**

**79-70 pts = C+/C/C-**

**69-60 pts = D+/D/D**

**Below 60 pts = F**

### Determination of Grades

1. Class Engagement	<b>20%</b>
2. Lesson Plan and Presentation	<b>20%</b>
3. 9 Reflections	<b>27%</b>
4. Final Observation Reflection	<b>5%</b>
5. Philosophy Statement	<b>5%</b>
6. Class reports	<b>03%</b>
7. Observation Forms	<b>20%</b>
8. Museum Exercise (Extra Credit)	<b>03%</b>

#### 1) Engagement during class - 20%

- Active listening and participation in class discussion and activities
- Reports on your observations sites
- Evidence of effort, risk taking, and growth
- Evidence of critical thinking about the readings and projects, participation in group work that demonstrates the use of art in education
- Provides input when called upon. Draws connections from topics of study
- On task-- helpful
- Cooperates in Group work
- Notifies instructor of any absences
- Uses cell phone and laptop only for note taking during class

#### 2) Lesson Plan & Presentation – 20%

Your lesson plan will demonstrate your understanding of engaging and supporting students in their learning, creating an effective learning environment, understanding and organization of subject matter, planning instruction and designing learning experiences, and include assessment of student learning in the Visual Arts (see **Areas of Focus When Observing**, below). The lesson plan will follow the assigned format and will demonstrate formative and summative assessment strategies that you will be learning during the course. You have the option of using an existing lesson found through a museum, your text book, a children's art internet site, an art education internet site, from an art curriculum text or related material or creating your own visual art lesson in a subject you are interested in researching. You will be provided with a lesson plan format and rubrics designed to guide you through the process.

#### 3) 9 Observation Reflections – 27%

Use the Reflection Format and the Guidelines for Observation Reflections when writing your 9 Reflections.

You will write a two-page reflection, as outlined by the Reflection Format, after every 5 hours of observation in the classroom.

#### **4) Final Observation Reflection – 5%**

Your Final Observation Reflection will summarize the learning you have gained from your 45 hours of observations using the same Format. You may use information from your 9 Reflections to support your accounting/summing up Reflection. Refer to the “Final Observation Rubric.” Describe significant examples of learning during observed lessons, identifies teaching strategies, questions teaching strategies, Selects examples of successful and unsuccessful teaching strategies, and outlines plans for developing a lesson plan that unfolds sequentially.

#### **5) Philosophy Statement - 5%**

Your Philosophy Statement (2-4 pages, double spaced, size 12 font) will focus on your development as a professional educator and why you want to be a teacher, your challenges and strengths. It will relate your personal values regarding art and how you will use what you learned from this course in the future. Use the Philosophy Statement Rubric for guidance.

#### **6) In-Class Reports – 03%**

During the semester you will be asked to review TED talks, Art Education websites, and YouTube sites. You will be expected to report back during class and participate in an informed round table discussion for full points. Refer to the Engagement Rubric for this assignment.

#### **7) Observation Forms – 20%**

You are required to perform 45 hours of Classroom Observations in order to pass this course (**DOCUMENTATION**). Use the **IN-CLASS FORM** for prompts to document your recordings of Classroom Observations. You will need one **CONTEXT** form for each classroom you observe. If you will be in one classroom for the total 45 hours then you only need one **CONTEXT** form.

##### **CONTEXT – 5%**

Use the prompts on the Context Form to write a narrative account of the school you observed. Use this website to help research ethnographic and neighborhood data: <https://www.ed-data.org/>

##### **IN-CLASS NOTES – 10%**

Use the prompts provide on the In Class Notes form to guide your note taking.

##### **DOCUMENTATION – 5%**

Use the course form (for this course) and the Pre-Professional Form (for the Education Department) to record your Observation dates.

#### **8) EXTRA CREDIT - Museum Exercise – 03%**

Take a partner to the museum and work with the **Museum Exercise Guidelines** handout to answer the questions. Use the Reflection prompts to write 2-page, double-spaced, 1-inch margins, 12pt. paper documenting your responses to the Reflection Questions in the Museum Exercise.

## **JOURNAL:**

Your journal will provide you with a method for recording your experiences both in class and during your **45 hours of Classroom Observations**. Your journal should be in **organized in chronological order and include all forms and handouts and a Table of Contents**. Use the **Journal Checklist handout to make sure all work required is included**.

- **A Table of Contents (Observation forms, observation notes,**
- **1 – Context Form per class observed**
- **1 - Documentation of Observations Form per classroom** (the 45 hours observation is crucial to passing this course).
- **Observation Notes for each lesson observed--handwritten**
- **9 - Reflections**, one for every 5 hours of observation (1/2 -1 page, dbl space, 12 pt)
- **1 - Final Observation Reflection** (2-3 pages, dbl. space, 12 pt) summing up your 45 hours of observations.
- **1 - Revised Lesson Plan**

Your Classroom Observation notes will allow you to keep an ongoing record of your thoughts and feelings and to reflectively analyze your growth personally and professionally. You can write, draw, or document through photographs the points of reference to document your new learning.

### **AREAS OF FOCUS WHEN OBSERVING**

*Topics for observation, discussion, and reflective writing will focus on the California Standards for the Teaching Profession (CSTP):*

#### **Engaging and supporting students in their learning**

*Characteristics of teaching ability include:*

1. Using knowledge of students to engage them in learning.
2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.
3. Connecting subject matter to meaningful, real-life contexts.
4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
5. Promoting critical thinking through inquiry, problem solving, and reflection; monitoring student learning and adjust instruction while teaching.

#### **Creating and maintaining an effective learning environment**

*Characteristics of teaching ability include:*

1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.
2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students;
3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
4. Creating a rigorous learning environment with high expectations and appropriate support for all students
5. Developing, communicating, and maintaining high standards for individual and group behavior

6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate which all students can learn
7. Using instructional time to optimize learning.

### **Understanding and organizing subject matter**

*Characteristics of teaching ability include:*

1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks (Instruction based upon the five component strands: artistic perception, creative expression, historical/cultural context, aesthetic valuing, and connections/applications to other subject areas and careers)
2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3. Organizing curriculum to facilitate student understanding of the subject matter; utilizing instructional strategies that are appropriate to the subject matter;
4. Using and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
5. Addressing the needs of English learners and students with special needs to provide equitable access to the content.

### **Planning instruction & designing learning experiences**

*Characteristics of teaching ability include:*

1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
2. Establishing and articulating goals for student learning
3. Developing and sequencing long-term and short-term instructional plans to support student learning
4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
6. Instructional strategies that blend the five component strands as the basis for a varied and rich learning environment

### **Assessing student learning in the visual arts**

*Characteristics of teaching ability include:*

1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments
2. Collecting and analyzing assessment data from a variety of sources to inform instruction; reviewing data, both individually and with colleagues, to monitor student learning
3. Use assessment data to establish learning goals and to plan, differentiate, and modify instruction
4. Involving students in self-assessment, goal setting, and monitor progress;
5. Using available technologies to assist in assessment, analysis, and communication of student learning
6. Using assessment information to share timely and comprehensible feedback with students and their families
7. Assessments aligned with learning in the five component strands of the Framework

### **Classroom Protocol**

Students should be aware of, and practice, basic college university class etiquette. Turn off cell phones while in class. If you think you will need to leave the class early please let me know at the beginning of the class.

Attendance to all class meetings is recommended as you are responsible for all material discussed, and because active participation is essential for you to achieve the goals of this course. (Dialogue is important in art education) Also, you will be unlikely to understand many of the readings without the benefit of the discussions.

### University Policies (Required)

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/>"

### Art & Art History Majors

For information about majors and minors in Art & Art History, for change of major/minor forms and a list of advisors: <http://www.sjsu.edu/art/> or the Art & Art History department office in ART 116, 408-924-4320, [art@sjsu.edu](mailto:art@sjsu.edu)

## ARED/CA 150 - Field Experiences in the Arts Spring 2018 - Course Schedule

*(This schedule is subject to change with advance notice made during class)*

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26	<b>GETTING STARTED – PROVIDE SIGNED REFERENCE LETTERS &amp; MASTER ART TEACHER LIST—FINGERPRINTING/TB TEST--INTRODUCTIONS—SEMINAR DEFINITION—GRADING @ 130 POINTS</b>
2	2/2	<b>SETTING UP OBSERVATIONS. THE JOURNAL, RUBRICS, REFLECTIONS, READINGS, CREDENTIAL PROGRAM PACT INFORMATION: <a href="http://www.sjsu.edu/secondary">http://www.sjsu.edu/secondary</a> TEDx ASSIGNMENTS</b>
3	2/9	<b>CHECK-IN &amp; OVERVIEW: TEDx reports. INTRODUCTION TO PERSONALITY TYPE (MBTI) ADMINISTER MBTI, DISCUSS PERSONALITY TYPE. <a href="#">ASSIGNMENT: Brian Little: Who are you, really? The puzzle of personality</a></b>
4	2/16	<b>REVIEW BRIAN LITTLE. IDENTIFYING AND USING STRENGTHS TO INCREASE EFFECTIVENESS AS AN EDUCATOR THROUGH DIFFERENTIATED LEARNING. INTRODUCTION TO HOW WE LEARN: BLOOM’S TAXONOMY</b>



		<b>ASSIGN FRAMEWORK PPT</b>
5	3/2	<b>INTRODUCTION TO FRAMEWORK. FRAMEWORK QUESTIONS.</b> (Planning instruction and designing learning experiences through curriculum: “scaffolding”) How do Blooms’s and the Framework connect? <b>ASSIGN Art Ed Websites 1-15—select VAPA standard &amp; explain connections to lesson idea</b>
6	3/9	<b>CONTINUE FRAMEWORK REVIEW</b> <b>ART ED WEBSITE PRESENTATIONS. How does it all connect? Grade levels.</b> <b>CHECK-IN ON OBSERVATION SITES.</b> <b>Review Engagement Rubric</b> <b>ASSIGNMENT: CONTEXT COMMENTARY</b>
7	3/16	<b>CONTEXT PRESENTATIONS—1<sup>st</sup> Observation Reflection. THE CHANGING ROLE OF ART EDUCATION IN AMERICA</b>
8	3/23	<b>ADMINISTER MULTIPLE INTELLIGENCES. COMPARE/CONTRAST TO MBTI</b> <b>ASSIGN YOUTUBE videos</b> <b>ASSIGN Article on GOOGLE:</b> <a href="https://www.nytimes.com/2017/05/13/technology/google-education-chromebooks-schools.html">https://www.nytimes.com/2017/05/13/technology/google-education-chromebooks-schools.html</a>
	3/30	<b>SPRING BREAK</b>
9	4/6	<b>YOUTUBE REPORTS &amp; GOOGLE in the classroom</b> <b>CHECK-IN ON OBSERVATION SITES. Lesson Planning/Lesson Plan Format. TPEs—What are they? And why they are important?</b>
10	4/13	<b>CHECK-IN ON OBSERVATION SITES. WHY IS ASSESSMENT IMPORTANT? <i>Artful Teaching &amp; Learning</i> - STUDIO HABITS OF MIND, Philosophy Statement Rubric</b> <b>EXPLORE FOR NEXT LESSON:</b> <a href="http://www.getty.edu/education/teachers/building_lessons/guide.html">http://www.getty.edu/education/teachers/building_lessons/guide.html</a> OR <a href="http://www.getty.edu/education/teachers/classroom_resources">www.getty.edu/education/teachers/classroom_resources</a> <b>ASSIGN: Philosophy Statement</b>
11	4/20	<b>CHECK-IN ON OBSERVATION SITES. REVIEW CSTPS THROUGH</b>

		<b>LENS OF TEACHER OBSERVATIONS.REVIEW LESSON PLANNING websites.</b> <b>ART CRITIQUE—MUSEUM MOVEMENT—FELDMAN--Visual Literacy/Art Assessment Cards</b> <b>SJSU-150 Questions to check learning</b> <b>Turn in: Philosophy Statement</b>
12	4/27	<b>LESSON PLAN PRESENTATIONS</b>
13	5/4	<b>LESSON PLAN PRESENTATIONS</b> <b>TURN IN COMPLETED JOURNAL WITH ALL OBSERVATION FORMS</b>
14	5/11	<b>RETURN JOURNALS</b>

# APPENDIX I

## ENGAGEMENT RUBRIC 20 POINTS TOTAL

	<b>LEVEL 1 1-3 points</b>	<b>LEVEL 2 8 points</b>	<b>LEVEL 3 10 points</b>
<b>DISCUSSIONS</b>	<ul style="list-style-type: none"> <li>• Is rarely prepared for topic discussion</li> <li>• Asks questions to further discussion only when called on</li> <li>• Does not draw connections and applications from work in class</li> <li>• Provides little to no support and feedback to group members</li> </ul>	<ul style="list-style-type: none"> <li>• Is prepared for topic discussion most of the time</li> <li>• Asks some questions to further discussion</li> <li>• At times, draws connections and applications from work in class.</li> <li>• Provides moderate support and feedback to group members</li> </ul>	<ul style="list-style-type: none"> <li>• Is always prepared for topic discussion</li> <li>• Asks key questions to further discussion</li> <li>• Draws connections and applications from work in class.</li> <li>• Provides active support and feedback to group members</li> </ul>
<b>GENERAL</b>	<ul style="list-style-type: none"> <li>• Often late</li> <li>• Some absences, incomplete make up work</li> <li>• Often not on task</li> <li>• Frequently uses cell phone or laptop inappropriately during class</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly on time</li> <li>• Some absences, but made up work afterwards</li> <li>• Usually on task</li> <li>• Somewhat helpful</li> <li>• Sometimes uses cell phone or laptop inappropriately during class.</li> </ul>	<ul style="list-style-type: none"> <li>• Always on time</li> <li>• No absences or communicated 24 hours ahead &amp; did extra work</li> <li>• Always on task</li> <li>• Very helpful</li> <li>• Does not use cell phone or laptop inappropriately during class.</li> </ul>

## REFLECTION FORMAT

*(Thinking and writing about your learning process)*

**30% of any writing is based on quality of grammar**

**800-950 words, double-spaced, size 12 font—4 paragraphs**

### **1st PARAGRAPH**

#### **USE BOTH PROMPTS**

1. Describe or list the activities of the lessons you observed including the VAPA Component Strands, “scaffolding,” assessment, and/or safety.
2. Summarize what you learned during the lessons.

### **2nd PARAGRAPH**

#### **CHOOSE ONE PROMPT**

3. Explain what was an “Ah-ha” moment for you and “Why?”
4. How has your perspective of the world changed?

### **3rd PARAGRAPH**

#### **CHOOSE ONE PROMPT**

5. Compare/Contrast what you learned in these lessons with what you already know from other courses, your community, your life experience, and/or your friends.
6. Evaluate the lesson’s relevance in regards to your goals.

## 4th PARAGRAPH

### CHOOSE ONE PROMPT

7. Consider what you discovered about yourself as a teacher and/or an artist through these lessons. **Refer to your strengths and weaknesses as a teacher**
8. Imagine what you might do differently if you had been teaching the lessons.  
**Refer to your strengths and weaknesses as a teacher**

### RUBRIC FOR REFLECTIONS – 3 points per Reflection

REFLECTIVE JOURNAL	PROFICIENT .25 pts	ACCOMPLISHED .5 pts	ADVANCED 1 pt
<b>WRITTEN COMPONENT</b>	<ul style="list-style-type: none"> <li>• Many typos/spelling errors (mechanics)</li> <li>• Confusing to read</li> <li>• Does not include four full paragraphs.</li> <li>• Does not include responses for all prompts as outlined in the Reflection Format.</li> </ul>	<ul style="list-style-type: none"> <li>• Some mechanics (typos, spelling) errors</li> <li>• Some ideas out of order</li> <li>• Includes four full paragraphs.</li> <li>• Includes responses for all prompts as outlined in the Reflection Format</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate mechanics (typos, spelling)</li> <li>• Clearly presented</li> <li>• Includes four full paragraphs.</li> <li>• Includes responses for all prompts as outlined in the Reflection Format</li> </ul>
<b>QUALITY OF THOUGHT Paragraphs 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• Only refers to some of the class activities during the 5-hour period.</li> <li>• No classroom applications described</li> <li>• No comparing or contrasting activities in the classroom with the Observation classes</li> <li>• Does not explain any “Ah-ha” moments or changes in perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete, all in-class activities and observations accounted for during the 5-hour period.</li> <li>• Classroom applications described for some Observations</li> <li>• Explains an “Ah-ha” moment.</li> </ul>	<ul style="list-style-type: none"> <li>• All classroom activities for the 5 hours described accurately and related to Observations</li> <li>• Classroom applications described for most Observations</li> <li>• Explains an “Ah-ha” moment and/or how their perspective has changed.</li> </ul>

<p style="text-align: center;"><b>CONTENT</b></p> <p><b>Paragraphs 3 &amp; 4</b></p>	<ul style="list-style-type: none"> <li>• Incorporates <u>Observation Notes</u> for some of the observed classes during the 5 hours.</li> <li>• Does not include self-reflection on own strengths and weaknesses as a teacher based on Observations of other classroom teachers.</li> <li>• Does not include self-reflection on own strengths and weaknesses as a teacher based on Observations of other classroom teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates <u>Observation Notes</u> for all observed classes during 5 hours.</li> <li>• Compares and contrasts some observed activities</li> <li>• Includes self-reflection on own strengths and weaknesses as a teacher based on Observations of other classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates <u>Observation Notes</u> for all observed classes during 5 hours.</li> <li>• Compares and contrasts most observed activities and creates new ideas for activities</li> <li>• Includes self-reflection on own strengths and weaknesses, and management style as a teacher based on Observations of other classroom teachers and reflects on problem solving weaknesses.</li> </ul>
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1	2	3	4	5	6	7	8	9

***Final Observation Reflection Format***

**30% of any writing is based on quality of grammar**

**Three pages, double-spaced, size 12 font—6 paragraphs**

**1st PARAGRAPH**

1. Throughout the 45 hours of observations how did the teacher engage students' learning? Provide examples of successful and unsuccessful teaching strategies.

**2nd PARAGRAPH**

2. How did the observed teacher create and maintain an effective learning environment (norms, materials use, safety)?

**3rd PARAGRAPH**

3. How did the observed teacher scaffold the students' learning experiences? What resources did the teacher use to make subject matter comprehensible? How were the component strands of the VAPA Framework and the content standards addressed?

**4th PARAGRAPH**

4. What differentiated strategies did the teachers use to design learning experiences for all students?

**5th PARAGRAPH**

5. How did the observed teacher assess student learning in art?

**6th PARAGRAPH**

6. Compare/Contrast your observed teacher's curriculum with your educational theorist's methodology and curriculum suggestions.

7. Evaluate the lesson's relevance in regards to your goals.

**RUBRIC FOR FINAL OBSERVATION REFLECTION**  
**5 pts**

	<b>PROFICIENT</b> .5 pt	<b>ACCOMPLISHED</b> .75 pt	<b>ADVANCED</b> 1 pt
<b>DESCRIPTION</b>	Simple description of context and classroom observations.	Describes one significant example of student learning. Moderate description of context and observations.	Recalls and describes all significant examples of learning during observed lessons. Observations and context are described in depth.
<b>UNDERSTANDING</b>	Unable to identify teaching strategies, but can identify cooperative and uncooperative student behavior.	Identifies teaching strategies used to create an effective learning environment including differentiated strategies, scaffolding and assessments.	Identifies teaching strategies, including differentiated strategies, scaffolding and assessments. Recognizes teaching moments and discusses observed cooperative and uncooperative student

			behaviors in relationship to identified teaching strategies.
<b>ANALYZING</b>	Identifies teaching strategies, but without questioning or comparison.	Questions teaching strategies. Compares or contrasts different strategies for classroom management.	Questions teaching strategies. Compares or contrasts different strategies for classroom management. Refers to educational theories presented in class.
<b>EVALUATING</b>	Selects examples of successful teaching strategies but is unable to support their choices through a line of reasoning.	Selects examples of successful teaching and unsuccessful teaching strategies.	Selects examples of successful and unsuccessful teaching strategies and gives good reasons for their choices through supportive argument.

## LESSON PLAN RUBRIC – 15 Points

<b>ASSIGNMENT COMPONENT</b>	<b>PROFICIENT 1 PT</b>	<b>ACCOMPLISHED 2 PTS</b>	<b>ADVANCED 3 PTS</b>
Develop a lesson plan that demonstrates building skills and knowledge through scaffolding.	Lesson plan fails to demonstrate building skills and knowledge through scaffolding.	Lesson plan demonstrates building skills and knowledge through scaffolding.	Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a lesson plan that demonstrates building skills and knowledge through scaffolding.



Develop a lesson plan that draws on a <b>VAPA Standard</b> designed to advance the student's level of content knowledge.	Lesson plan fails to include a scope of a chosen <b>VAPA Standard</b> .  Lacks any design to advance the students' level of content knowledge.	Lesson Plan draws on a <b>VAPA Standard</b> designed to advance the students' level of content knowledge.	Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a lesson that draws on a <b>VAPA Standard</b> designed to advance the students' level of content knowledge.
Develop a lesson plan that includes scaffolding that draws on a VAPA Standard and <b>relevant content goals</b> designed to advance the students' level of content knowledge.	Lesson plan lacks <b>content goals</b> that are relevant, nor are there goals that address advancing knowledge.	Lesson Plan includes scaffolding that draws on a VAPA Standard and <b>relevant content goals</b> designed to advance the students' level of content knowledge.	Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating a lesson plan that clearly includes scaffolding that draws on a VAPA Standard and <b>relevant content goals</b> designed to advance the students' level of content knowledge.
Develop a lesson plan that includes <b>alternative teaching strategies and materials in order to meet</b> the students' needs and diversity by addressing all Multiple Intelligences.	Lesson plan lacks any <b>alternative instructional strategies</b> for Differentiated Instruction.	Lesson Plan includes <b>alternative teaching strategies and materials</b> to differentiate instruction in order to meet the students' needs and diversity by addressing all Multiple Intelligences.	Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a lesson plan that includes <b>alternative teaching strategies and materials</b> in order to meet the students' needs and diversity by addressing all Multiple Intelligences.
<b>Create a variety of assessment tools within the lesson plan.</b> Assessments are	<b>No assessment tools created within the lesson plan</b>	<b>Creates a variety of assessment tools within the lesson plan.</b> Assessments are both formative (process) and	Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a <b>variety</b>

<p>both formative (process) and summative (product) and are designed to offer multiple ways of knowing the goal and <b>make informed decisions about instruction.</b></p>	<p><b>Does not make informed decisions about instruction.</b></p>	<p>summative (product) and are designed to offer multiple ways of knowing the goal and make informed decisions about instruction.</p>	<p><b>of assessment tools within the lesson plan.</b> Assessments are both formative (process) and summative (product) and are designed to offer multiple ways of knowing the goal and <b>make informed decisions about instruction.</b></p>
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**LESSON PLAN PRESENTATION RUBRIC**  
(10-15 minutes)  
**5 POINTS**

Each

characteristic can earn up to 1 point (5 points possible). This is the grading rubric for the presentation and is different than the rubric for the actual lesson plan.

	<b>1 PT</b>
<p><b>1. Includes a Demonstration Model and <u>summary of lesson sequencing.</u></b></p>	
<p><b>2. Includes one standard and justification for choice of that standard.</b></p>	
<p><b>3. Includes Teaching Goals.</b></p>	

<b>4. Includes Differentiation in activities.</b>	
<b>5. Includes relevant arts-based formative assessments.</b>	
<b>TOTAL</b>	

**PHILOSOPHY STATEMENT RUBRIC**  
**5 POINTS - 2-4 pages, double spaced, size 12 font**

**Each characteristic can earn up to 1 point (5 points possible)**

	<b>1 PT</b>
<b>1. <u>Describes</u> or lists reasons for wanting to enter the teaching profession or reasons for why you do not want to enter teaching.</b>	
<b>2. <u>Summarizes</u> what you have learned during this course that will contribute to your career as a teacher or other career choices.</b>	
<b>3. <u>Considers</u> what you discovered about yourself as a person and an artist through your courses and <u>your strengths as a teacher</u>.</b>	
<b>4. <u>Explains</u> what was an “Ah-ha” moment for you in this course? How has your perspective of the world changed? Provides specific examples. Or <u>Compares/Contrasts</u> what you learned in this course with what you already know from other courses, your community,</b>	

your life experience, and/or your friends and provides specific examples	
5. <b>Imagines</b> what you will do when you have your own class, or imagines how you could use what you learned in other fields.	
<b>TOTAL</b>	

**150 - JOURNAL CHECKLIST**

Your Journal provides you with a method for recording your experiences both in class and during your 45 hours of **Classroom Observations** and will be used as a performance task assessment for this course. Please include all of the items listed below:

	<b>1. Table of Contents &amp; your name on the front</b>
	<b>2. A Context/Introduction</b> for each of your classrooms. You can use the format on the <u>Classroom Information Form</u> .
	<b>3. In-Class Observation Notes</b> using the form or the prompts to <b>journal briefly after each lesson (30 pages)</b> .
	<b>4. Both the completed and signed <u>Documentation of Observations</u> form and the appropriate <b>official Pre-Professional Experience Form</b>.</b>
	<b>5. Final Observations Reflection. Use the <b>Final Observation Reflection</b></b>

	<b>Format</b> and the <b>Rubric for Final Observation Reflection</b> to assist in writing a competent Reflection.
	<b>6. 9 Reflections</b> for every 5 hours of classroom observation. Use the <b>Reflection Format for Journals</b> and <b>Guidelines for Reflections</b> to assist in writing competent Reflections.
	<b>7. Revised Lesson Plan.</b> Use class feedback to revise your lesson plan after your presentation. Include a hard copy in your journal.

# APPENDIX II

## #1 CONTEXT - 5 pts

Use the prompts in the text box to provide information about each classroom you observed. Use this website to help research ethnographic and neighborhood data:

<https://www.ed-data.org/>

Name of Teacher:

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Name of School:

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**1. Describe:**

- a. grade level
- b. content area or course name
- c. educational technology or appropriate assistive technologies available
- d. number of students
- e. number of students with an IEP, with a 504 plan, identified for GATE
- f. number of English learners
- g. number of Standard English learners

**2. Describe the following for the whole class:**

- a. prior academic knowledge related to the learning goals and objectives
- b. English language proficiency levels (Standard English learners and English learners)
- c. social-emotional development
- d. cultural and linguistic resources
- e. socioeconomic background
- f. developmental considerations (typical [developmental] and atypical)
- g. prior experiences and interests
- h. experience using educational technology, including assistive technologies, inside and outside of the classroom

**#2**

**IN-CLASS OBSERVATION NOTES – 10 pts**

**DATE OF LESSON:**

**GRADE LEVEL:**

**NAME OF TEACHER:**

**NAME OF SCHOOL:**

**NAME OF CLASS:**

**PROMPTS FOR OBSERVATION:**

- **Describe what you observed that you liked:**
  - Safety procedures**
  - Instructional strategies**
  - Incorporation of the Elements of Art &/or Principles of Design**
  - Engaging environment**
  - A climate of fairness and respect**
  - Promoting social development**
  - Promoting self-directed learning**
  - Maintaining standards for student behavior**
- **Identify and describe Informal assessments used during the lesson**
- **Describe what you would change, add, and/or subtract.**
- **Describe what you learned.**
- **Describe the focus of the lesson.**
- **Describe how an activity during the lesson linked to one of the VAPA Standards Strands:**

- Artistic Perception**
- Creative Expression**
- Historical/Cultural Context**
- Aesthetic Valuing**
- Connections/Relationships/Applications**

**#3 DOCUMENTATION OF OBSERVATIONS -5 pts**

San Jose State University  
**ArEd 150, *Field Experiences***

Spring Semester 2016  
Monday 4:30 – 7:20





## Pre-Professional Experience Form Single Subject Credential Program - San Jose State University

**Full Name** \_\_\_\_\_ **SJSU ID:** \_\_\_\_\_

Instructions: Forty-five (45) hours of verified observation or experience with youth (typically 12 – 18 years of age) are a required pre-requisite for admission into the Single Subject Credential Program. At least twenty-five (25) of the required hours **must** be completed within a California public school and in your content area. The remaining hours may be completed outside of your content area and/or in a setting other than a public school, such as but not limited to, tutoring, camp counselor, coaching, private school experience, etc. If you have any questions about what would be allowed, please contact the department of Teacher Education.

**Note:** if you are completing the hours at multiple sites you must submit this form **for each site**.

Complete the box(es) that pertain to how you have met this pre-requisite:

**1. Course Work:** In the space below, list the **course** you have taken, if any, which may satisfy the pre-professional experience requirement.

Course #	Course Title	Institution	Semester Taken	Grade
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

CSU Subject Area Adviser Name (print) \_\_\_\_\_ Signature \_\_\_\_\_

**2. Public School Classroom:** Describe the position(s) you held or service you provided (e.g., teacher's aide, substitute, observer) in which you observed/worked with students in a **public school classroom**.

**Note:** if you are completing the hours at multiple sites you must submit this form **for each site**.

Title or Service Description (observer, aide, substitute) \_\_\_\_\_

District & School Name(s) \_\_\_\_\_

Subject Area \_\_\_\_\_

Date(s) of Service (log of hours/days must be attached) \_\_\_\_\_

Comments about Candidate (optional) \_\_\_\_\_

**SUPERVISER VERIFICATION**

I (print name) \_\_\_\_\_ verify that the above named applicant to the  
SJSU Single Subject Credential Program served as an instructional aide or in an observation capacity  
in a regular California public secondary school classroom for \_\_\_\_\_ hours  
from (dates) \_\_\_\_\_ to \_\_\_\_\_ at (school) \_\_\_\_\_.

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_  
Position \_\_\_\_\_ Telephone \_\_\_\_\_ Email \_\_\_\_\_

### Pre-Professional K-8 Public School Experience Form

Pre-professional experience in a **K-8 public school setting** is a requirement for admission to the Multiple Subject Credential Program. This requirement can be met either through fieldwork hours completed as part of a college course, experience in a **K-8** classroom, or a combination of the above. Experience observing/assisting or teaching in a Title 1 or "low performing" school is encouraged.

Experience in a private school setting or at the preschool level cannot be included as part of 50-hour minimum for pre-professional experience. Such hours may be included in addition to the 50-hour minimum.

Name \_\_\_\_\_ Student ID \_\_\_\_\_

**Complete PART I, PART II and/or PART III:**

**OPTION I: Coursework. This option required fieldwork experience in a K-8 setting as part of our college coursework. Not all courses meet the 50 hour minimum requirement. Check with your instructor for additional information.**

Course (title and number) \_\_\_\_\_

College of University \_\_\_\_\_

Date/Semester \_\_\_\_\_

**Attach a transcripts reflecting completion of course.**

**OPTION II: Refer to Letter of Recommendation. The letter of recommendation must enumerate the hours spent in the K-8 classroom and the responsibilities you performed.**

Name of Recommender \_\_\_\_\_

Title \_\_\_\_\_

Institution \_\_\_\_\_

**OPTION III: School Service. School service must have been at the K-8 level AND in a public school setting to be considered as pre-professional experience.**

School \_\_\_\_\_ District \_\_\_\_\_

Your position \_\_\_\_\_ Grade level \_\_\_\_\_

Dates of Service \_\_\_\_\_

**Supervisor / Classroom Teacher verification \***

I (name) \_\_\_\_\_ certify that the above-named applicant served \_\_\_\_\_ hours in an instructional capacity (substitute, aid, volunteer, tutor, etc.) as stated above.

Supervisor Signature \_\_\_\_\_ Position \_\_\_\_\_

Telephone \_\_\_\_\_ Date \_\_\_\_\_

\* Note: You may submit time sheets in lieu of signature. Timesheets must delineate the time spent in the specific job classification and be signed by the supervising administrator.

## HOW TO APPLY FOR YOUR CREDENTIAL

- STEP 1:** Schedule an interview/portfolio review/writing test with the Chair of the Art and Art History Department
- STEP 2:** Apply to the Secondary Education Program at:  
[http://www.sjsu.edu/secondary/apply\\_now/how\\_to\\_apply/](http://www.sjsu.edu/secondary/apply_now/how_to_apply/)
- STEP 3:** Application Requirements/Forms:  
[http://www.sjsu.edu/secondary/apply\\_now/application\\_requirements/index.html](http://www.sjsu.edu/secondary/apply_now/application_requirements/index.html)