

**San José State University  
College of Humanities and the Arts  
Department of Art & Art History  
Spring 2018**

**ARED 184y and 184z: Student Teaching Phase II and III, Spring 2018**  
Sections: 184y-3 & 184z - 4

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### **Course Description**

The focus of this course is on the practice of the teaching of art to young people using two major course documents: The California Framework for the Visual and Performing Arts and the Visual and Performing Arts Content Standards for California Public Schools.

Teacher candidates will assume the role of a teacher of art in a middle or high school, teaching two classes and observing two classes over a period of public school semester, planning and implementing curricula and assessing student growth under the supervision of an onsite supervisor and a university supervisor.

Candidates will also review the basic concepts of art, student growth and development, and the field of art education through reflection on the hands-on experiences of teaching in a public school. In planning and implementing art curricula, students will attend to cross-cultural connection of the arts through ideas, needs and values found across boundaries of time and place.

**A. Traditional** teacher candidates will work with one or two resident/master teachers 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.

Teacher candidates should assume their duties quickly. The exact schedule for teacher candidates taking over the classes will be worked out with the resident/master teacher(s). Generally, teacher candidates will observe for one week before assuming full responsibility for the first class, and by the end of the second week they will assume full responsibility for the second class. As soon

as possible, student teachers 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. At the earliest possible time, students should recognize their student teacher as the teacher in charge. However, teacher candidates should continue to seek the guidance of their resident teachers and should debrief with resident teachers regularly to discuss observations and concerns. 2

Teacher candidates must be on campus one prep period for each class taught (normally a total of four periods per day). They will generally be teaching two art classes. According to state requirements, the traditional student teacher must also teach two weeks full time as part of their Phase II/III assignment. To accommodate this requirement, student teachers & resident teachers should start early in the semester to discuss when and how they will assume responsibility for these additional classes for this two week period.

**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 English Education Program's Formative & Summative Evaluations.

**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.

### **Art Education Course Learning Outcomes (CLO)**

**CLO1.** Teacher candidates will learn how to engage and support all children in art learning.

**CLO2.** Teacher candidates will learn how to create and maintain effective learning environments for children's learning in art.

**CLO3.** Teacher candidates will understand and be able to organize elementary art content for teaching.

**CLO4.** Teacher candidates will engage in instructional planning and design learning experiences for all children in art.

**CLO5.** Teacher candidates will assess children's learning in art.

**CLO6.** Teacher candidates will develop as a professional educator.

**CLO7.** Teacher candidates will process, analyze and respond to sensory information through the language and skills unique to the visual arts (Visual Perception)

**CLO8.** Teacher candidates will apply artistic processes and skills to communicate meaning and intent. (Creative Expression)

**CLO9.** Teacher candidates will understand the visual arts in relation to history and culture. (Historical and Cultural Backgrounds)

**CLO10.** Teacher candidates will analyze, assess and derive meaning from works of art. (Aesthetic Valuing)

**CLO11.** Teacher candidates will connect and apply what is learned visual art to other art forms and subject areas. (Connections)

## Single Subject Credential Program Course Learning Outcomes (CLO)

**CLO1.** Teacher candidates demonstrate a high level of professional responsibility for and involvement in their own professional development.

**CLO2.** Teacher candidates explain a personal philosophy of teaching and learning that is grounded in theory and standards of professional practice.

**CLO3.** Teacher candidates articulate conceptual frameworks relating to culture, power, and equity and how these influence teaching and learning.

**CLO4.** Teacher candidates discuss legal issues and ethical choices that influence education.

**CLO5.** Teacher candidates discuss interrelationships among family, community, student learning, and success in school.

**CLO6.** Teacher candidates design standards-based instructional objectives and activities that are developmentally appropriate, sequential and integrated, and actively engage all students.

**CLO7.** Teacher candidates design, critique, and utilize a variety of formal and informal standards-based assessments that inform teaching and provide feedback on student learning.

**CLO8.** Teacher candidates demonstrate teaching methodologies that reflect an effective use of standards, objectives, and strategies including technology for working with a diverse student population.

**CLO9.** Teacher candidates critically reflect upon the relationship between their own teaching and student learning.

### **Required Texts/Readings**

*CalTPA Assessment Guide, Instructional Cycle 2: Assessment Driven Instruction*

*Performance Assessment Guide*

*CalTPA Templates*

All CalTPA resources available (with password)

at: [http://www.ctcpa.nesinc.com/fieldMaterials\\_CalTPA.asp](http://www.ctcpa.nesinc.com/fieldMaterials_CalTPA.asp)

## Recommended Texts for CalTPA

1. *Student Teaching Handbook*. Download from the Secondary Ed website, **Supervisors' Handbooks & Forms:** [http://www.sjsu.edu/secondary/faculty/faculty\\_resources/index.html](http://www.sjsu.edu/secondary/faculty/faculty_resources/index.html)
2. *The Art Rubric*. Download from the Secondary Ed website, **Secondary Education Forms & Rubrics:** [http://www.sjsu.edu/education/pact/forms\\_rubrics/index.html](http://www.sjsu.edu/education/pact/forms_rubrics/index.html)
3. *Art Teaching Event Candidate Handbook*. Download from the Secondary Ed website, **Secondary Education Forms & Rubrics:** [http://www.sjsu.edu/education/pact/forms\\_rubrics/index.html](http://www.sjsu.edu/education/pact/forms_rubrics/index.html)
4. *Visual and Performing Arts Content Standards for California Public Schools* (2001) and the California Framework for Visual and Performing Arts (2004) at: [www.cde.ca.gov/re/pn/fd/vpaframework.asp](http://www.cde.ca.gov/re/pn/fd/vpaframework.asp)
5. PACT handbook, *Making Good Choices*. Download from the Secondary Ed website, **Additional PACT information (for students completing PACT Spring 2017)** <http://www.sjsu.edu/education/pact/pact/docs/Making%20Good%20Choices.pdf>

## Library

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 Accommodations

Please Note: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with your University Supervisor as soon as possible, or see her during office hours. Presidential Directive 97-03 requires that students with disabilities register with DC to establish a record of their disability.

## Course Requirements

Complete the CalTPA Teaching Event Tasks (in relation to **one class** you are teaching) [http://www.sjsu.edu/secondaryed/docs/Phase\\_II\\_Evaluation\\_RevC2010Form.pdf](http://www.sjsu.edu/secondaryed/docs/Phase_II_Evaluation_RevC2010Form.pdf)  
See forms and Teaching Performance Expectations (TPE) in Appendix I an Appendix II:

## Grading

**Teacher candidates, 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 and submit to their student teachers by **TBD** (*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** will be submitted **TBD** (*subject to change with advance notice made in class*).

## General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## Dropping and Adding

Candidates are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Candidates should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

## Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to

make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- o It is suggested that the green sheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- o In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **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/>”

## SUGGESTED CalTPA TIMELINE for Spring 2018 Teaching Candidates

| DATES   | ACTIVITY  | ASSIGNMENTS DUE  |
|---|---|--|
| Start of semester   | <b>CONTACT UNIVERSITY SUPERVISOR</b>  |  |
| <p style="text-align: center;"><b>Weeks 1-2</b><br/><b>STEP 1:</b><br/><b>PLAN</b></p> <p style="text-align: center; color: blue;">Jan 24 –Feb 2</p>                | <p style="text-align: center;"><b><u>Review CalTPA Teaching Event</u></b></p> <p><b>Context Informational Template</b><br/>Provide information about the context in which you are teaching the content-specific learning segment.</p> <p><b>Learning Segment Template</b><br/>Scaffold the planning of a sequence of connected content-specific lessons taught over multiple days.</p>            | <p>Candidates download <b>CalTPA Assessment Guide and review Rubrics, Templates and Guide.</b></p> <p>Candidates make connections to previous coursework or signature assignments</p> <p><b>Candidates complete <u>Context Informational Template and Learning Segment Template.</u></b></p> |
| <p style="text-align: center;"><b>Weeks 3-4</b><br/><b>STEP 1:</b><br/><b>PLAN</b></p> <p style="text-align: center; color: blue;">Feb 3 –Feb 16</p>                | <p style="text-align: center;"><b>Assessment Descriptions Template</b></p> <p>Informal and Student Self-Assessment Description<br/>Formal Assessment and Rubric an/or Scoring Criteria</p>  | <p><b>Candidates complete Assessment Descriptions Template</b></p>   |
| <p style="text-align: center;"><b>Weeks 5-6</b><br/><b>STEP 2:</b><br/><b>TEACH &amp; ASSESS</b></p> <p style="text-align: center; color: blue;">Feb 17 – Mar 2</p> | <p style="text-align: center;"><b>Select Video Clips</b></p> <p>Identify 3 video clips that demonstrate how you (a) provided detailed, content-specific feedback to your students during the learning segment and (b) used informal assessment strategies to monitored students’ development of content knowledge through the use of higher order thinking and academic language development.</p> | <p><b>Candidates begin videotaping and provide practice videos for review.</b></p> <p><b>Video clips need to be at least 3 minutes long.</b></p> <p>Use all 5 Annotation Titles throughout the 3 clips. Can use a Title more than once. Annotations are paragraphs.</p>                      |

|  |   |   |
|--|---|---|
|  |   | Make notations on best work when videotaping for future clips.  |
| <p><b>Weeks 7-8</b><br/><b>STEP 2:</b><br/><b>TEACH &amp; ASSESS</b></p> <p>Mar 3-Mar 16</p> | <p><b>Analysis of Informal Assessments Template</b></p> <p>Describe your informal assessments. Continue videotaping.</p>  | <p><b>Candidates complete Analysis of Informal Assessments Template</b></p> <p><b>Candidates Select Video Clips</b></p>   |
| <p><b>Week 9</b><br/><b>STEP 3:</b><br/><b>REFLECT</b></p> <p>Mar 17-Mar 30</p>              | <p><b>Analysis of Formal Assessment Results and Reflection for Whole Class and Individuals Template</b></p> <p>Pay special attention to identifying and describing emerging patterns of student errors, skills, and understandings for the whole class and for individuals. <b>Cite evidence from the assessment results.</b></p> | <p><b>Candidates will complete the template paying special attention to identifying and describing emerging patterns of student errors, skills, and understandings for the whole class and for individuals.</b></p> <p>Cite evidence from the assessment results.</p> |
| <p><b>Week 10</b><br/><b>STEP 4: APPLY</b></p> <p>Mar 31- Apr 5</p>                          | <p><b>Re-teaching or Connecting Activity Description Template</b></p> <p>Provide a description of the content specific follow-up activity.</p> <p>Teach and Videotape the re-teaching or connecting activity (up to 6 minutes)</p>  | <p><b>Candidates determine whether they will teach the whole class or a group from the class.</b></p> <p><b>Candidates will determine whether they will re-teach an activity <u>or</u> teach a new connecting activity.</b></p>                                       |
| <p><b>Week 11</b><br/><b>STEP 4: APPLY</b></p> <p>Apr 6- Apr 13</p>                          | <p><b>Assessment-Driven Instruction Template</b></p> <p>Think about what you have learned about assessment-driven instruction both in terms of your teaching practice during the learning segment and your students' content-specific learning, including development <b>of academic</b></p>                                      | <p><b>Candidates will complete the Assessment-Driven Template</b></p>   |



|                                       |   |   |
|---------------------------------------|---|---|
|                                       | <b>language.</b>                              |   |
| <b>Monday</b><br><b>Apr 16 by 4pm</b> | <b>Teaching Event Submission &amp; Videos</b> | <b>Candidates will submit all CalTPA materials on time.</b> |

# APPENDIX I

**San José State University Single Subject Credential Program  
Phase II Summative Evaluation Form**

Student Teacher: \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_ Subject Area: \_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

Univ. Supervisor: \_\_\_\_\_

The credential candidate is evaluated by rating his/her current level of performance related to specific elements of the Teaching Performance Expectations. In the space provided for each element, circle the number that represents your rating using the following scale.

**Teaching Effectiveness Scale**

(Based on observations, candidate's lesson/unit plans, student work, and/or other artifacts of teaching)

**4 = Exemplary**

Extends understanding, and consistently and creatively supports high quality student learning

**3 = Capable**

Applies knowledge and understanding to effectively support student learning

**2 = Developing**

Shows basic knowledge and understanding; attempts to support student learning but may be inconsistent

**1 = Unsatisfactory**

Shows limited knowledge and understanding and/or weak performance that does not support student learning

**NA = Not observed/No supporting evidence to make determination**

## I. Making Subject Matter Comprehensible for Students

1. Demonstrates knowledge of subject matter content and the state –adopted content standards and/or frameworks.

4 3 2 1 NA

2. Enhances student progress toward meeting state-adopted content standards and/or framework content through instructional strategies that are appropriate for the subject matter and support the needs of all students, including ELL.

4 3 2 1 NA

3. Uses relevant materials, resources, and technologies to make subject matter accessible to all students.

4 3 2 1 NA

**Comments:**

**Teaching Effectiveness Scale 4=Exemplary; 3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence**

## II. Assessing Student Learning

4. Monitors student learning during instruction to ensure that they are progressing toward achievement of content standards/content from Framework.

4 3 2 1 NA

5. Appropriately selects or creates and uses different types of diagnostic/assessment measures.

4 3 2 1 NA

6. Collects and interprets multiple sources of information to assess student learning, allowing students to express meaning in a variety of ways.

4 3 2 1 NA

7. Uses information from formal and informal assessments to guide and adjust instruction.

4 3 2 1 NA

8. Communicates with students, families, and/or other audiences about student progress.

4 3 2 1 NA

**Comments:**

**Teaching Effectiveness Scale 4=Exemplary; 3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence**

### **III. Engaging and Supporting All Students in Learning**

9. Effectively communicates instructional and learning goals to students.

**4 3 2 1 NA**

10. Uses understanding of adolescent development, culture(s), and linguistic needs of ELL to organize subject matter curricula that supports student learning.

**4 3 2 1 NA**

11. Uses a variety of instructional strategies and resources to address needs of diverse students including but not limited to cultural and linguistic diversity.

**4 3 2 1 NA**

12. Engages students in problem solving, critical thinking and other activities that make subject matter meaningful and culturally relevant.

**4 3 2 1 NA**

13. Facilitates learning experiences that promote self-directed, reflective learning for all students.

**4 3 2 1 NA**

14. Uses instructional strategies to make grade-appropriate curriculum content comprehensible to ELL.

**4 3 2 1 NA**

**Comments:**

**Teaching Effectiveness Scale 4=Exemplary; 3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence**

### **IV. Planning Instruction and Designing Learning Experiences for All Students**

15. Draws on, plans for, and uses student prior knowledge and experiences, interests, language, and developmental learning needs to meet content and learning needs.

**4 3 2 1 NA**

16. Establishes both long and short-term goals for student learning that reflect content standards and student need.

**4 3 2 1 NA**

16b. Develops and sequences instructional materials (lesson and unit plans) and activities to

accommodate and support diverse learning needs, including but not limited to ELL.

4 3 2 1 NA

17. Creates instructional plans that allow adjustment for student needs.

4 3 2 1 NA

18. When appropriate, collaborates with specialist/s and/or para-educator/s to support ELL.

4 3 2 1 NA

19. Demonstrates awareness of families and communities and the roles they play in supporting student learning.

4 3 2 1 NA

**Comments:**

**Teaching Effectiveness Scale 4=Exemplary; 3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence**

**V. Creating and Maintaining Effective Learning Environments for Student Learning**

20. Implements classroom procedures and routines to establish a supportive, positive, and productive learning environment for all students.

4 3 2 1 NA

21. Establishes a classroom climate that promotes equity, fairness, and respect.

4 3 2 1 NA

22. Establishes and maintains high standards for student behavior.

4 3 2 1 NA

23. Allocates instructional time effectively.

4 3 2 1 NA

24. Adjusts instructional time to maximize potential for student achievement.

4 3 2 1 NA

**Comments:**

**Teaching Effectiveness Scale 4=Exemplary; 3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence**

**VI. Developing as a Professional Educator**

25. Reflects on and modifies teaching practice to better meet student needs.

|   |          |          |          |          |           |
|---|----------|----------|----------|----------|-----------|
|   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>NA</b> |
| 26. Demonstrates competence in oral and written communication.  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>NA</b> |
| 27. Responds to and incorporates constructive criticism.  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>NA</b> |
| 28. Works with colleagues to improve teaching and learning.   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>NA</b> |
| 29. Exhibits understanding of professional obligations of teachers pertaining to laws and protection of students, families, and colleagues. | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>NA</b> |
| 30. Exhibits ethical and professional behavior in the workplace.  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>NA</b> |
| 31. Recognizes ways in which personal values and biases affect teaching and learning.   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>NA</b> |
| 32. In conversations with peers, other professionals, and parents, communicates the commitment to ensuring that all students can learn.     | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>NA</b> |
| 33. Shows interest in continuing professional development.  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>NA</b> |

**Comments:**

**Teaching Effectiveness Scale 4=Exemplary; 3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence**

### **Overall Teaching Effectiveness**

**34. In order to support the ongoing professional development of this candidate; please indicate which of the following descriptors best represents this candidate's current performance (check one):**

- Benefits from occasional direct assistance
- Continually relies on cooperating teacher or others for assistance
- Requires routine assistance from others
- Implements most elements independently, reflects on experience, and seeks or accepts assistance when needed.

**Student Teacher Signature:** \_\_\_\_\_

\_\_\_\_\_

**Final Narrative for \_\_\_\_\_**

Briefly describe the student teacher/intern's teaching assignment, include information about this candidate's teaching contexts, i.e., school demographics, cooperating teacher factors, etc., that might have influenced the candidate's performance.

**Classes and subject area/s taught and School Demographics:**

Please describe specific elements that are strengths for the student teacher/intern.

Element 1: Making Subject Comprehensible for Students

Element 2: Assessing Student Learning

Element 3: Engaging and Supporting All Students in Learning

Element 4: Planning instruction and Designing Learning Experiences for All Students

Element 5: Creating and Maintaining Effective Learning Environments for Student Learning

Element 6: Developing as a Professional Educator

**Candidate's Strengths:**

Please describe specific elements that are strengths and areas for growth where the candidate would benefit from further assistance and support. In addition, include information about this candidate's teaching contexts, i.e., school demographics, cooperating teacher factors, etc., that might have influenced the candidate's performance.

**Areas for Growth:**

**35. Recommendation:**

Based on the candidate's performance this semester and your professional judgment:



\_\_\_\_ **This candidate is recommended for the Preliminary Credential**

\_\_\_\_ **It is recommended that this candidate repeat Phase II Student Teaching**

\_\_\_\_ **University Supervisor**    \_\_\_\_ **Cooperating Teacher**    \_\_\_\_ **School Administrator**

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Email** \_\_\_\_\_

**Student Teacher Signature:** \_\_\_\_\_

**Grading:** Student teachers, interns, and contract teachers are graded in ARED 365 and 184Y/Z with CR (Credit) or NC (No Credit). Candidates must fulfill all course requirements and 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 March 2** (*subject to change with advance notice*). 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.

**By May 12** (*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

- a. Formative Evaluations no later than **March 2** (*subject to change with advance notice made in class*).
- b. Summative Evaluations no later than **May 12** (*subject to change with advance notice made in class*).

\*Please note: If your student teaching extends to June we will revise these dates.

# APPENDIX II

## 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 in 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