San José State University
Department of Art & Art History
ARED 150/CA 150, Field Experiences in Art, Section 01, Spring 2019

Course and Contact Information
Instructor: Susan W. Trimingham
Office Location: Art 321
Telephone: (408) 924-4391
Email: susan.trimingham@sjsu.edu
Office Hours: Tuesdays & Thursdays 11:15-12:00
Class Days/Time: Monday 12-2:50
Classroom: Art 110
Prerequisites: 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 Leaning 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. It is recommended that students taking this course register for fingerprinting through their preferred school district and take a TB test in preparation for on-site Observations in local public schools before the semester begins. Students are expected to visit and observe 45 hours during this semester.

Course Description
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)
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 Expectations* (CSTPE), 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:

CLO1. Demonstrate oral and writing competencies (explain, analyze, develop, and criticize) including ideas encountered in multiple readings and expressed in different forms of discourse through 6 Observation Reflections and a Philosophy Statement.

CLO2. Demonstrate the ability to locate, evaluate, and make effective use of art and art education resources by using multiple resources when developing their final Lesson Plan.

CLO3. Demonstrate knowledge of how cultural backgrounds, learning styles, and developmental levels are related to learning in the visual arts classes they have observed through Observation Reflections and Observation notes.

CLO4: Demonstrate knowledge of California Standards for the Teaching Performance Expectations (CSTPE) by referencing in Observation Reflections and final Lesson Plan.

CLO5. Demonstrate understanding of the scope and changing role of art education in America through connections during in-class discussions.
Required Texts/Readings

Textbooks


Other Readings


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


Library Liaison

Our library Liaison is Gareth Scott. He can be reached via email at: gareth.scott@sjsu.edu and by phone at (408) 808-2094. His office is located on the 4th floor of the King Library and he welcomes students to contact him 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](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

(100 total points possible):

<table>
<thead>
<tr>
<th>Total number of points for Course</th>
<th>60</th>
<th>60-69</th>
<th>70-79</th>
<th>80-89</th>
<th>90-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Grade</td>
<td>F</td>
<td>D</td>
<td>C-, C, C+</td>
<td>B-, B, B+</td>
<td>A-, A, A+</td>
</tr>
</tbody>
</table>

Determination of Grades

1. Class Engagement 20%
2. Lesson Plan and Presentation 20%
3. 5 Observation Reflections 30%
4. Final Observation Reflection 10%
5. Philosophy Statement 10%
6. Observation Forms 07%
7. In-class Reports 03%
8. Museum Exercise (Extra Credit) 05%

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 research or note taking during class

• In-Class Reports:
  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.

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) **5 Observation Reflections – 30%**

Use the Reflection Format and the Guidelines for Observation Reflections when writing your 5 Reflections. You will write a 900-1000 word reflection, as outlined by the Reflection Format, after every 9 hours of observation in the classroom.

4) **Final Observation Reflection – 10%**

Your Final Observation Reflection will summarize the learning you have gained from your 45 hours of observations using the Final Observation Format. You may use information from your 5 Reflections to support your accounting/summing up Reflection. Refer to the “Final Observation Rubric.” Describe significant examples of learning during observed lessons, identify teaching strategies, question teaching strategies, Select examples of successful and unsuccessful teaching strategies, and outline plans for developing a lesson plan that unfolds sequentially.

5) **Philosophy Statement - 10%**

Your Philosophy Statement (4-5 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) **Observation Forms – 07%**

You are required to perform 45 hours of Classroom Observations in order to pass this course. Use the Observation Form handouts as format samples to document your recordings of Classroom Observations. You will need one Context form for course requirements. If you will be in more than one classroom for the total 45 hours then choose one classroom to highlight in your observations and provide the Context Form for that classroom.

7) **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.

8) **EXTRA CREDIT - Museum Exercise – 05%**

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 choose one class your 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
- 5 - Reflections, one for every 9 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 in
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 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/](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)

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**ARED/CA 150 - Field Experiences in the Arts**

**Spring 2019 - Course Schedule**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2/4</td>
<td>MANAGEMENT STRATEGIES, OBSERVATION FORMS. CREDENTIAL PROGRAM – CSTPE Handout—what to look for during observations <a href="http://www.sjsu.edu/secondary">http://www.sjsu.edu/secondary TEDx ASSIGNMENTS</a></td>
</tr>
<tr>
<td>3</td>
<td>2/11</td>
<td>CHECK-IN &amp; OVERVIEW: TEDx reports. INTRODUCTION TO PERSONALITY TYPE (MBTI) ADMINISTER MBTI, DISCUSS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PERSONALITY TYPE. ASSIGNMENT: Brian Little: Who are you, really? The puzzle of personality</td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>2/18</td>
<td>REVIEW BRIAN LITTLE. IDENTIFYING AND USING STRENGTHS TO INCREASE EFFECTIVENESS AS AN EDUCATOR THROUGH DIFFERENTIATED LEARNING. ADMINISTER MULTIPLE INTELLIGENCES. COMPARE/CONTRAST TO MBTI ASSIGN FRAMEWORK PPT</td>
</tr>
<tr>
<td>5</td>
<td>2/25</td>
<td>INTRODUCTION TO FRAMEWORK. FRAMEWORK QUESTIONS. (Planning instruction and designing learning experiences: “scaffolding”) ASSIGN Art Ed Websites 1-15—select VAPA standard &amp; explain connections to lesson idea</td>
</tr>
<tr>
<td>6</td>
<td>3/4</td>
<td>ART ED WEBSITE PRESENTATIONS. How does it all connect? Grade levels. BLOOM’S--CHECK-IN ON OBSERVATION SITES. REVIEW ENGAGEMENT RUBRIC</td>
</tr>
<tr>
<td>7</td>
<td>3/11</td>
<td>ROOTS OF ART EDUCATION--REVIEW ISSUES IN AMERICAN ART EDUCATION THROUGH TIME PERIOD LENS. <em>Artful Teaching &amp; Learning</em> - STUDIO HABITS OF MIND, ASSIGN YOUTUBE video</td>
</tr>
<tr>
<td>9</td>
<td>3/25</td>
<td>CHECK-IN ON OBSERVATION SITES. Focus Questions Embedded in “What Can Education Learn from the Arts?” video (Websites handout) LESSON PLANNING—LESSON PLAN FORMAT</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td></td>
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<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td>CHECK-IN ON OBSERVATION SITES. Quick review of Getty Website. In-class workshop with individual work on Lesson Plans—adding assessments to a lesson plan SJSU-150 Questions to check for learning <strong>Turn in: Philosophy Statement</strong></td>
<td></td>
</tr>
<tr>
<td>4/22</td>
<td>LESSON PLAN PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>4/29</td>
<td>LESSON PLAN PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>REVIEW LESSON PLANNING websites. ART CRITIQUE—MUSEUM MOVEMENT—ORID, VTS, GREENE, PERKINS—Visual Literacy/Art Assessment Cards <strong>TURN IN COMPLETED JOURNAL WITH ALL OBSERVATION FORMS</strong></td>
<td></td>
</tr>
<tr>
<td>5/13</td>
<td>RETURN JOURNALS</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX I

### ENGAGEMENT RUBRIC

20 POINTS TOTAL

<table>
<thead>
<tr>
<th>DISCUSSIONS</th>
<th>LEVEL 1 1-3 points</th>
<th>LEVEL 2 8 points</th>
<th>LEVEL 3 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is rarely prepared for topic discussion</td>
<td>Is prepared for topic discussion most of the time</td>
<td>Is always prepared for topic discussion</td>
</tr>
<tr>
<td></td>
<td>Asks questions to further</td>
<td>Asks key questions to further discussion</td>
<td></td>
</tr>
</tbody>
</table>
### Field Experiences in Art, ARED 150/CA 150, Spring 2019

<table>
<thead>
<tr>
<th></th>
<th>Discussion Only When Called On</th>
<th>Asks Some Questions to Further Discussion</th>
<th>Draws Connections and Applications from Bloom’s Taxonomy, DOK, ZPD, The Framework, Multiple Intelligences, and or Art Education History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Does not draw connections and applications from Bloom’s Taxonomy, DOK, ZPD, The Framework, Multiple Intelligences, and or Art Education history</td>
<td>• At times, draws connections and applications from Bloom’s Taxonomy, DOK, ZPD, The Framework, Multiple Intelligences, and or Art Education history</td>
<td>• Provides active support and feedback to group members</td>
</tr>
<tr>
<td></td>
<td>• Provides little to no support and feedback to group members</td>
<td>• Provides moderate support and feedback to group members</td>
<td></td>
</tr>
</tbody>
</table>

### General

<table>
<thead>
<tr>
<th></th>
<th>Often Late</th>
<th>Mostly on Time</th>
<th>Always on Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Some absences, incomplete makeup work</td>
<td>Some absences, but made up work afterwards</td>
<td>No absences or communicated 24 hours ahead &amp; did extra work</td>
</tr>
<tr>
<td></td>
<td>Often not on task</td>
<td>Usually on task</td>
<td>Always on task</td>
</tr>
<tr>
<td></td>
<td>Frequently uses cell phone or laptop inappropriately during class</td>
<td>Provides assistance when asked</td>
<td>Offers assistance when needed</td>
</tr>
<tr>
<td></td>
<td>Provides assistance when asked</td>
<td>Sometimes uses cell phone or laptop inappropriately during class</td>
<td>Does not use cell phone or laptop inappropriately during class</td>
</tr>
</tbody>
</table>

### Reflection Format

**Thinking and Writing About Your Learning Process**

**900-1000 words, double-spaced, size 12 font—4 paragraphs**

The goal of this assignment is to demonstrate oral and writing competencies (explain, analyze, develop, and criticize) including ideas encountered in multiple readings and expressed in different forms of discourse.
*Write the Prompts you chose in a textbox above the Paragraph

*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 about teaching strategies.

*2nd PARAGRAPH

CHOOSE ONE PROMPT

3. Explain what was an “Ah-ha” moment about teaching for you and “Why?”
4. How has your perspective of teaching 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 (make connections).
6. Evaluate the lesson’s relevance in regards to your goals (make connections).

*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 – 6 points per Reflection

<table>
<thead>
<tr>
<th>PROFICIENT</th>
<th>ACCOMPLISHED</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Field Experiences in Art, ARED 150/CA 150, Spring 2019
<table>
<thead>
<tr>
<th>REFLECTIVE JOURNAL</th>
<th>.5 pts</th>
<th>1 pt</th>
<th>2 pts</th>
</tr>
</thead>
</table>
| **WRITTEN COMPONENT** | • Many typos/spelling errors (mechanics)  
• Confusing to read  
• Does not include four full paragraphs.  
• Does not include responses for all prompts as outlined in the Reflection Format. | • Some mechanics (typos, spelling) errors  
• Some ideas out of order  
• Includes four full paragraphs.  
• Includes responses for all prompts as outlined in the Reflection Format | • Accurate mechanics (typos, spelling)  
• Clearly presented  
• Includes four full paragraphs.  
• Includes responses for all prompts as outlined in the Reflection Format |
| **QUALITY OF THOUGHT** | | | |
| **Paragraphs 1 & 2** | • Only refers to some of the class activities during the 5-hour period.  
• No classroom applications described  
• No comparing or contrasting activities in the classroom with the Observation classes  
• Does not explain any “Ah-ha” moments or changes in perspective. | • Complete, all in-class activities and observations accounted for during the 5-hour period.  
• Classroom applications described for some Observations  
• Explains an “Ah-ha” moment. | • All classroom activities for the 5 hours described accurately and related to Observations  
• Classroom applications described for most Observations  
• Explains an “Ah-ha” moment and/or how their perspective has changed. |
| **CONTENT** | | | |
| **Paragraphs 3 & 4** | • Incorporates Observation Notes for some of the observed classes during the 5 hours.  
• Does not include self-reflection on own strengths and weaknesses as a teacher based on Observations of other classroom teachers.  
• Does not include self-reflection on own strengths and weaknesses as a teacher based on Observations of other classroom teachers. | • Incorporates Observation Notes for all observed classes during 5 hours.  
• Compares and contrasts some observed activities  
• Includes self-reflection on own strengths and weaknesses as a teacher based on Observations of other classroom teachers | • Incorporates Observation Notes for all observed classes during 5 hours.  
• Compares and contrasts most observed activities and creates new ideas for activities  
• 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. |

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
1st PARAGRAPH

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

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 in regards to the students’ assets and gaps? What resources did the teacher use to make subject matter comprehensible? How were the component strands of the VAPA Framework addressed?

4th PARAGRAPH

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

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. (Bloom, Gardner, Eisner, VAPA standards)
7. **Evaluate** the relevance of the lessons you observed in regards to your goals.

### RUBRIC FOR FINAL OBSERVATION REFLECTION - 10 pts

<table>
<thead>
<tr>
<th>The goal of this assignment is to summarize the learning you have gained during your 45 hours of observations.</th>
<th>PROFICIENT (.5 pt)</th>
<th>ACCOMPLISHED (1 pt)</th>
<th>ADVANCED (2 pts)</th>
</tr>
</thead>
</table>
| **WRITTEN COMPONENT** | • Many typos/spelling errors (mechanics)  
• Confusing to read  
• Does not include four full paragraphs.  
• Does not include responses for all prompts as outlined in the Reflection Format. | • Some mechanics (typos, spelling) errors  
• Some ideas out of order  
• Includes four full paragraphs.  
• Includes responses for all prompts as outlined in the Reflection Format | • Accurate mechanics (typos, spelling)  
• Clearly presented  
• Includes four full paragraphs.  
• Includes responses for all prompts as outlined in the Reflection Format |
| **DESCRIBING** | Simple description of context and classroom observations. | Describes one significant example of student learning. Moderate description of context and observations. | Recalls and describes more than one significant example of learning during observed lessons. Observations and context are described in depth. |
| **UNDERSTANDING** | 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. |
| **ANALYZING** | 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 and curriculum presented in class. |
### LESSON PLAN RUBRIC – 15 Points

The goal of this assignment is to 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 includes appropriate assessments.

<table>
<thead>
<tr>
<th></th>
<th>PROFICIENT 1 PT</th>
<th>ACCOMPLISHED 2 PTS</th>
<th>ADVANCED 3 PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a lesson plan that demonstrates building skills and knowledge through scaffolding.</td>
<td>Lesson plan fails to demonstrate building skills and knowledge through scaffolding.</td>
<td>Lesson plan demonstrates building skills and knowledge through scaffolding.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Develop a lesson plan that draws on a **VAPA Standard** designed to advance the student’s level of content knowledge.

<table>
<thead>
<tr>
<th></th>
<th>PROFICIENT 1 PT</th>
<th>ACCOMPLISHED 2 PTS</th>
<th>ADVANCED 3 PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan fails to include a scope of a chosen <strong>VAPA Standard</strong>.</td>
<td>Lesson Plan draws on a <strong>VAPA Standard</strong> designed to advance the students’ level of content knowledge.</td>
<td></td>
<td>Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a lesson that draws on a <strong>VAPA Standard</strong> designed to advance the students’ level of content knowledge.</td>
</tr>
</tbody>
</table>

Lacks any design to advance the students’ level of content knowledge.
<table>
<thead>
<tr>
<th>Develop a lesson plan that includes <strong>resources</strong> that contribute to <strong>relevant content goals</strong> designed to advance the students’ level of content knowledge.</th>
<th>Lesson plan lacks <strong>resources</strong> that contribute to <strong>content goals</strong> that are relevant, nor are there goals that address advancing knowledge.</th>
<th>Lesson Plan that includes <strong>resources</strong> that contribute to <strong>relevant content goals</strong> designed to advance the students’ level of content knowledge.</th>
<th>Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a lesson plan that includes <strong>resources</strong> that contribute to <strong>relevant content goals</strong> designed to advance the students’ level of content knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a lesson plan that includes <strong>alternative teaching strategies and materials in order to meet</strong> the students’ needs and diversity by addressing all Multiple Intelligences.</td>
<td>Lesson plan lacks any <strong>alternative instructional strategies</strong> for Differentiated Instruction.</td>
<td>Lesson Plan includes <strong>alternative teaching strategies and materials</strong> to differentiate instruction in order to meet the students’ needs and diversity by addressing all Multiple Intelligences.</td>
<td>Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a lesson plan that includes <strong>alternative teaching strategies and materials</strong> in order to meet the students’ needs and diversity by addressing all Multiple Intelligences.</td>
</tr>
<tr>
<td>Create a variety of assessment tools within the lesson plan. Assessments are both informal (process) and formal (product) and are designed to offer multiple ways of knowing the goal and make informed decisions about instruction.</td>
<td>No assessment tools created within the lesson plan. Does not make informed decisions about instruction.</td>
<td>Creates a variety of assessment tools within the lesson plan. Assessments are both informal (process) and formal (product) and are designed to offer multiple ways of knowing the goal and make informed decisions about instruction.</td>
<td>Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a <strong>variety of assessment tools within the lesson plan</strong>. Assessments are both informal (process) and formal (product) and are designed to offer multiple ways of knowing the goal and make informed decisions about instruction.</td>
</tr>
</tbody>
</table>
LESSON PLAN PRESENTATION RUBRIC
(10-15 minutes)
5 POINTS

The goal of this assignment is to provide an opportunity for students to receive constructive feedback on their Lesson Plan before submission.

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.

<table>
<thead>
<tr>
<th>1 PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Includes an actual model of the lesson project and summary of lesson sequencing.</td>
</tr>
<tr>
<td>2. Includes one standard and justification for choice of that standard.</td>
</tr>
<tr>
<td>3. Includes Teaching Goals.</td>
</tr>
</tbody>
</table>
4. Includes Differentiation in activities.

5. Includes relevant arts-based informal assessments.

TOTAL

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**PHILOSOPHY STATEMENT RUBRIC**

10 POINTS - 4-5 pages, double spaced, size 12 font

_The goal of this assignment is to make evident your understanding of the course content._

<table>
<thead>
<tr>
<th>Each characteristic can earn up to 2 points (10 points possible)</th>
<th>2 PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Identify</strong> and <strong>explain</strong> your reasons for wanting to enter the teaching profession.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Summarize</strong> what you have learned during this course that will contribute to your career as a teacher. Which lessons were the most beneficial?</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Consider</strong> what you discovered about yourself as a person through this course, and your <strong>strengths as a teacher</strong>. Refer to the Meyers-Briggs and Multiple Intelligences.</td>
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</tbody>
</table>
4a. **Explain** what was an “Ah-ha” moment for you in this course? How has your perspective of the world changed? Provide specific examples.

OR

4b. **Compare/Contrast** what you learned in this course with what you already know from other courses, your community, your life experience, and/or your friends and provide specific examples.

5. **Imagine** what you will do when you have your own class, using what you learned in this course and through your observations.

**TOTAL**

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### 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:

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

5. Final Observations Reflection. Use the Final Observation Reflection Format and the Rubric for Final Observation Reflection to assist in writing a competent Reflection.

6. **5 Reflections** for every 9 hours of classroom observation. Use the Reflection Format for Observations to assist in writing competent Reflections.

7. Revised Lesson Plan and First Draft. Use class feedback to revise your lesson plan after your presentation. Include hard copies in your journal.

---

**Museum Exercise – Reflection**

It is best to do this exercise with a partner, but you may also do it alone. Adjust accordingly to the directions.

Write a 2 page, double-spaced, 1-inch margins, 12pt. font paper documenting your responses to the Reflection Questions and Step 3.

Choose from:
San Jose Museum of Art, Triton Museum of Art, de Young Museum, Legion of Honor, Asian Art Museum, Cantor Art Museum, Monterey Museum of Art, Oakland Museum, or the Santa Cruz Museum of Art

**STEP 1:**

Take a tour of the museum (either guided or self-directed, but preferably guided). Read any interpretive signs, labels, photographs, etc. Take turns responding to the questions.

**STEP 2:**
Work with your partner and use the guiding questions in the text box to discuss the exhibit. Take turns answering about what you see and what you don’t see.

**Reflection Questions**

1. **Describe:** What do you notice? What do you see? What is the main story being represented?

2. **Interpret:** Whose perspective is represented in the story? Who is presenting the perspectives? Who writes the story? Who tells the story?

3. **Imagine:** Who is missing from the narrative? What/whose objects are not represented? Whose perspectives are missing?

**Step 3 (choose 1):**

• Imagine you can create an exhibit. What kinds of objects, resources, artifacts and/or stories might you include in your exhibit? How might you organize them?

• Consider an Art Educational exhibit that is relevant to you.

• If you were curating an exhibit about that educational topic, what kinds of artifacts, stories, and resources might you include? Make a list or set of images that might present your plans for your exhibit.
#1 CONTEXT - 3 pts
Use the prompts in the text box to provide Context information about one of the classrooms you observed. Use this website to help research ethnographic and neighborhood data: https://www.ed-data.org/

Name of Teacher:______________________________________________________________________

Name of School:______________________________________________________________________

1. Describe:
   a. grade level
   b. content area or course name
   c. educational technology or appropriate assistive technologies available
   d. number of students
NAME OF CLASS:

SUGGESTED PROMPTS FOR OBSERVATION:

• Describe what you observed that you liked (safety procedures, instructional strategies, incorporation of the Elements & Principles of Design, engaging environment, a climate of fairness and respect, promoting social development, promoting self-directed learning, maintaining standards for student behavior).

  • List Classroom Management Strategies

• 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 – Mandatory

San Jose State University
ArEd 150, Field Experiences
Spring Semester 2016
Monday 4:30 – 7:20

Student Name: ________________________________
Please fill in the dates and times of observation. Obtain teacher signature in May at the end of the course.

<table>
<thead>
<tr>
<th>School</th>
<th>Dates</th>
<th>Teacher</th>
<th>Time</th>
<th>Number of hours</th>
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</table>

Total number of hours: __________________

Teacher’s signature:

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

Name ___________________________ SJSU ID: ___________________________
Last   First   MI.

1. In the space below, list the course(s) you have taken, if any, which may satisfy the pre-professional experience requirement (45 hours in a public secondary school classroom).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Institution</th>
<th>When Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>


2. Describe the position(s) you held or service you provided (e.g., teacher's aide, substitute, observer) in which you were required to observe/work with students in a public secondary school classroom. This experience can be documented by having the person who supervised your observations/work (1) sign below under Supervisor Verification or (2) send a letter of verification to Chair of Secondary Education, College of Education, San Jose State University, San Jose, CA, 95192-0077.

<table>
<thead>
<tr>
<th>Title of Position</th>
<th>Institution or Organization</th>
<th>Responsibilities or Duties</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Supervisor Verification:** I (print name) ___________________________ verify that the above named applicant to the SJSU Single Subject Credential Program served in an instructional/aide or observation capacity in a regular public secondary school classroom for a minimum of forty-five hours from (dates) ___________ to ___________ at (institution) ________________________________.

Supervisor Signature ___________________________ Date ___________

Position ___________________________ Telephone ___________________________

To the best of my knowledge, the above information is accurate.

Applicant Signature ___________________________ Date ___________

4/9/08
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.

Last Revised: August 1, 2011
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/