SJSU | DEPARTMENT OF ART AND ART HISTORY

San José State University
Department of Art & Art History
Student Teaching II and III
ARED 184Y-Z, Section 01
Spring 2020

Course and Contact Information

Instructor:	(James) Phil Roark
Office Location:	No office on Campus (meet at Teacher Candidate's assigned school)
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Office Hours:	8:00 am - 4:00 pm Monday-Friday by appointment only
Class Days/Time:	Fieldwork (on site at Teacher Candidate's assigned school)
Classroom:	Fieldwork (on site at Teacher Candidate's assigned school)
Prerequisites:	Teacher Candidate
Department Office:	ART 116
Department Contact:	Website: www.sjsu.edu/art Email: art@sjsu.edu

Course Description

The focus of this course is the practice of teaching art to middle school or high school students 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 one 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 an assigned middle or high school 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.

A. 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 and summative evaluations.

Teacher Candidates Objectives In Teacher Education
1. Teacher candidates will learn how to engage and support all children in art learning.
2. Teacher candidates will learn how to create and maintain effective learning environments for children's learning in art.
3. Teacher candidates will understand and be able to organize elementary art content for teaching.
4. Teacher candidates will engage in instructional planning and design learning experiences for all children in art.
5. Teacher candidates will assess children's learning in art.

6. Teacher candidates will develop as a professional educator.

Teacher Candidates Objectives In Art Education

1. Teacher candidates will process, analyze and respond to sensory information through the language and skills unique to the visual arts (Visual Perception)
2. Teacher candidates will apply artistic processes and skills to communicate meaning and intent. (Creative Expression)

3. Teacher candidates will understand the visual arts in relation to history and culture. (Historical and Cultural Backgrounds)
4. Teacher candidates will analyze, assess and derive meaning from works of art. (Aesthetic Valuing)
5. Teacher candidates will connect and apply what is learned visual art to other art forms and subject areas. (Connections)

Single Subject Credential Program Student Learning Outcomes

1. Candidates demonstrate a high level of professional responsibility for and involvement in their own professional development.
2. Candidates explain a personal philosophy of teaching and learning that is grounded in theory and standards of professional practice.
3. Candidates articulate conceptual frameworks relating to culture, power, and equity and how these influence teaching and learning.
4. Candidates discuss legal issues and ethical choices that influence education.
5. Candidates discuss interrelationships among family, community, student learning, and success in school.
6. Candidates design standards-based instructional objectives and activities that are developmentally appropriate, sequential and integrated, and actively engage all students.
7. Candidates design, critique, and utilize a variety of formal and informal standards-based assessments that inform teaching and provide feedback on student learning.
8. Candidates demonstrate teaching methodologies that reflect an effective use of standards, objectives, and strategies including technology for working with a diverse student population.
9. Candidates critically reflect upon the relationship between their own teaching and student learning.

Library

Our library Liaison is Gareth Scott. Gareth 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. 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

Department Advising

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

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 him/her during office hours. Presidential Directive 97-03 requires that students with disabilities register with DC to establish a record of their disability.

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." The criteria used for your evaluations can be found in Appendix 1 at the end of this document.

Your SJSU supervisor/on-site evaluator will fill out a maximum of 5 Formative Evaluations and 1 Summative Evaluation based on his/her observations in your classroom (you will receive a copy of each evaluation within a week of the actual classroom visit). Some of the 6 visits will be scheduled; some may also be unannounced. 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 your university supervisor/on-site evaluator will be submitted TBD (subject to change with advance notice made in class).

Final Exam

In lieu of a written final exam, your SJSU supervisor/evaluator will complete a Summative Assessment based on: 1) a final observation in your classroom during the last three-weeks of your student teaching assignment; 2) the scores you received from the previous formative evaluations.

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/. 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

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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.

• 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.

• 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.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.drc.sjsu.edu/aec to establish a record of their disability.

Course Requirements and Assignments

Success in all coursework at SJSU 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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus. Specific to ARED 184YZ, your preparation for teaching will include completing the 4 Steps for the CalTPA Instructional Cycle 2:

> STEP 1: PLAN
> Using the Learning Segment Template, develop a plan for a content-specific series of lessons that support the academic and language development needs of your students, including students' use of educational technology, and describe the assets and learning needs of the class as a whole. Planned lessons should encourage students to engage in higher order thinking as they develop a deep understanding of the content and academic language. The formal assessment must allow students to demonstrate their understanding of the content through the development of a product process or performance. You will use a rubric and/or scoring criteria to assess the qualities of the student work (product, process, or performance) and share the results of your analysis with students through detailed

feedback that they will use to advance their learning. Submit a blank copy of one formal assessment instrument and rubric and/or scoring criteria and your completed Learning Segment Template.

Contextual Information Template-- as described below—This is due at the beginning of the seminar, and is to focus on one class that you are teaching. Explain how the factors addressed in your paper reflect effective class-room management issues.

A. Complete Contextual Information Template that addresses the following:
1. Grade level (s)
2. Content area or course name
3. Topic of content-specific instruction and assessment sequence
4. Number of days/lessons involved in the instruction and assessment sequence
5. Classroom setting (face-to-face, online, combination)
6. Educational technology or appropriate assistive technologies available in the classroom/school
7. Number of students
8. Number of students with an IEP, with a 504 plan, identified for GATE
9. Number of English learners
10. Number of Standard English learners
11. Dual-language setting, if applicable: bilingual, one-way immersion, two-way immersion

B. Description of students' assets and needs. Focus on key factors that influence your planning and teaching:
1. Academic development. Consider prior student knowledge, key skills, developmental levels and other special educational needs related to the learning goals and objectives.
2. Language development. Consider aspects of English language proficiency in conversational and academic language as well as in the students' primary languages.
3. Social development. Consider factors such as the students' ability and experience in working independently and with others.
4. Cultural and linguistic resources and funds of knowledge. Consider key factors such as cultural context, knowledge acquired outside of school, and home/community resources
5. Socioeconomic background.
6. Developmental considerations (typical and atypical).
7. Prior experiences and interests.
8. Students' experience using educational technology, including assistive technologies, inside and outside of the classroom.

STEP 2: TEACH & ASSESS
For this step, you will teach and video-record the entire learning segment, then review the videos to select 3 video clips. Clips may be selected from any part of the multiple day learning segment lessons. You will write annotations for the clips using appropriate Annotation Titles and providing rationales that describe how and why you:
• Approached teaching to specific learning goal(s) and objective(s)
• Provided content-specific feedback to students
• Monitored student content learning and development of academic language
• Selected the assessment strategies to monitor student content learning and use of higher order thinking

• Chose the strategies you used to establish a positive and safe learning environment

1. Select Video Clips
   A. Video Clip 1: Instruction and informal Assessment of Content (up to 8 minutes)
   B. Video Clip 2: Instruction and Student Self-Assessment of Content (up to 6 minutes)
   C. Video Clip 3: Instruction and Academic Language Development (up to 6 minutes)

2. Annotate the Video Clips using Annotation Titles
   A. Teaching to Specific Goals
   B. Providing Content-Specific Feedback to Students
   C. Monitoring Student Content Learning and Development of Academic Language
   D. Monitoring Student Content Leaning and Use of Higher Order Thinking
   E. Creating a Positive Learning Environment

3. Analysis of Informal Assessments Template
   A. How did your "in the moment" informal assessment feedback to students help them understand what they need to do next to continue progress toward and/or beyond meeting the learning goal(s) and/or objectives(s)?
   B. How did you use informal assessment results to learn about and support students' academic language development? How did you adjust your instruction based on these results?
   C. How did student self-assessment results provide insight about students' own understanding of the content and their progress toward meeting the learning goal(s) and objective(s)? How did you adjust your instruction based on these results?

STEP 3: REFLECT

For the formal assessment, analyze student product, process, or performance using a rubric an/or scoring criteria. Using the table provided, summarize student results on the formal assessment for the whole class. Also submit 3 student formal assessment responses (product, process, or performance) and your feedback, representing a student who exceeded the learning goal(s), one who met the learning goal(s), and one who has not yet met the learning goal(s). Reflect on what you discovered about student learning and academic progress based on your analysis of informal and formal assessments, including student self-assessment results. Explain how and why you changed or did not change your instruction to respond to your analysis of student achievement based on multiple informal and formal assessments.

STEP 4: APPLY

Based on your analysis of all three types of assessment results, determine if you will teach to the whole class or a group from the class:

A. A re-teaching activity because students did not demonstrate the content-specific learning goal(s) and/or objective(s) of the instruction.

OR

B. A connecting activity to build on the instruction provided because students did demonstrate the content-specific learning goals(s) and/or objective(s) of the instruction.

1. Describe your plan for the re-teaching or connecting activity.

2. Video-record the re-teaching or connecting activity and choose a clip (up to 6 minutes) that demonstrates your follow-up instruction based on your informal, formal and student self- assessment results.

Overview of the CalTPA Instructional Cycle 2 Assessment–Driven Instruction

CalTPA_AssessmentGuide_SS.pdf (SECURED)

Instructional Cycle 2 represents a complete teaching cycle (plan, teach and assess, reflect, and apply). This cycle emphasizes the interaction between standards, assessment, and instructional decision-making. While standards describe what students are expected to know, understand, and be able to do, assessment is the ongoing process of gathering evidence from multiple sources to determine what each student actually knows, understands, and can demonstrate. Assessment results are then used to improve instruction. Effective assessment will evaluate a student's academic progress, but also may include measures that look at other aspects of their educational development. It provides valid, reliable, and fair data to support high-quality teaching and learning activities for teachers, parents, and students. Assessments help teachers make informed decisions about which curricular goals or strategies need to be strengthened, how instructional strategies can be modified or expanded depending on what students are understanding or misunderstanding in the course of instruction, and whether or not a particular sequence of instruction has been successful. (For additional information on assessment, refer to the California Department of Education at http://www.cde.ca.gov/qu/as/.

For this instructional cycle, you will develop a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a particular content area. This sequence of lessons may be part of a longer unit of instruction, and should have a clear starting point and ending point related to a particular learning goal. Your lesson sequence should introduce one or more interconnected concepts within the content area that build students' content knowledge and understanding over time. You will use several types of assessment and student results to support and promote deep earning or content, development of academic language, and engagement of students in the use of higher order thinking. For one class, you will use what you know about your students' assets and needs and learning context to plan and teach a learning segment based on California state standards using the content-specific pedagogy of your discipline. Throughout the content-specific learning segment, you will provide feedback to students about their academic performance (s) based on informal assessment (s), student self-assessment, and formal assessment results, and support students to use assessment feedback to advance their understanding.

Assessment of your Teaching Event

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

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

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

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

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

According to the SJSU policy, the minimum penalty for plagiarism is failure of the assignment/paper/exam. It is your responsibility to become informed about the Academic Integrity Policy.
(Adapted from the SJSU Academic Senate Policy, S07-2; please check this web site for the full policy: http://www.sa.sjsu.edu/judicial_affairs/index.html)

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

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

Grading Information
Determination of Grades
Grades are Credit/No Credit, based on the 6 observations and evaluations.

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** at http://www.sjsu.edu/gup/syllabusinfo/"

Candidates will have access to video recording equipment (cameras, tripods, wireless mikes) and editing software in CalTPA Resource Room (SH 446).

ARED 184YZ / Art Credential Program, Spring 2020, Course Schedule

SUGGESTED CalTPA TIMELINE

DATES	ACTIVITY	ASSIGNMENTS DUE
Start of semester	**CONTACT UNIVERSITY SUPERVISOR**	ASAP: Email Phil Roark (phil-roark@comcast.net) with: 1) Your assigned school 2) Master Teacher 3) Periods you teach/periods observing 4) telephone #

Weeks 1-2 **STEP 1:** **PLAN**	**Review CalTPA Teaching Event** **Context Informational Template** Provide information about the context in which you are teaching the content-specific learning segment. **Learning Segment Template** Scaffold the planning of a sequence of connected content-specific lessons taught over multiple days.	**Candidates download CalTPA Assessment Guide and review Rubrics, Templates and Guide.** Candidates make connections to previous coursework or signature assignments **Candidates complete Context Informational Template and Learning Segment Template.**
Weeks 3-4 **STEP 1:** **PLAN**	**Assessment Descriptions Template** Informal and Student Self-Assessment Description Formal Assessment and Rubric an/or Scoring Criteria	**Candidates complete Assessment Descriptions Template**
Weeks 5-6 **STEP 2:** **TEACH & ASSESS**	**Select Video Clips** 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.	**Candidates begin videotaping and provide practice videos for review.** **Video clips need to be at least 3 minutes long.** Use all 5 Annotation Titles throughout the 3 clips. Can use a Title more than once. Annotations are paragraphs. Make notations on best work when videotaping for future clips.
Weeks 7-8 **STEP 2:** **TEACH & ASSESS**	**Analysis of Informal Assessments Template** Describe your informal assessments. Continue videotaping.	**Candidates complete Analysis of Informal Assessments Template** **Candidates Select Video Clips**

Week 9 **STEP 3: RE-FLECT**	**Analysis of Formal Assessment Results and Reflection for Whole Class and Individuals Template** Pay special attention to identifying and describing emerging patterns of student errors, skills, and understandings for the whole class and for individuals. **Cite evidence from the assessment results.**	**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.** Cite evidence from the assessment results.
Week 10 **STEP 4: APPLY**	**Re-teaching or Connecting Activity Description Template** Provide a description of the content specific follow-up activity. Teach and Videotape the re-teaching or connecting activity (up to 6 minutes)	**Candidates determine whether they will teach the whole class or a group from the class.** **Candidates will determine whether they will re-teach an activity <u>or</u> teach a new connecting activity.**
Week 11 **STEP 4: APPLY**	**Assessment-Driven Instruction Template** 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 **of academic language.**	**Candidates will complete the Assessment-Driven Template**
TBA	**Teaching Event Submission & Videos**	**Candidates will submit all CalTPA materials on time.**

APPENDIX I

Teaching Performance Expectations

The Teaching Performance Expectations describe the set of knowledge, skills, and abilities that California expects of each candidate for a Single Subject Teaching Credential. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion of Phase I and Phase II/III student teaching, as well as the Performance Assessment for California Teachers (PACT) teaching event. During the supervised field experience, you will be evaluated based on the Teaching Performance Expectations and given verbal and written feedback regarding your strengths and areas for growth. Candidates in the Single Subject Credential Program, through course work and field experiences, will be able to demonstrate the following:

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Teaching Art as a Single Subject Assignment
Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Art. They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards. They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms.

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

Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.

Candidates also teach students to write argumentative and expository text in the content area. Additionally, Art Single Subject Candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish and monitor procedures for the safe care, use, and storage of art equipment and materials.

Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world. They emphasize the contributions of art to culture, society, and the economy, especially in California.

Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist's intent, purpose, and technical proficiency. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Where appropriate, they connect and apply what is learned in the visual arts to other subject areas.

Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction
· Use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students
· Pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products
· Anticipate, check for, and address common student misconceptions and misunderstandings

TPE 3: Interpretation and Use of Assessments
· Understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction
  Understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.
· Use multiple measures to assess student knowledge, skills, and behaviors
· Know about and can appropriately use informal classroom assessments and analyze student work
· Understand format and administration of standardized testing
· Accurately interpret assessment data to identify level of proficiency of ELL
· Explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

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

TPE 5: Student Engagement

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

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

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

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

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

TPE 7: Teaching English Learners

· Know and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners and English Language Development leading to comprehensive literacy in English

· Familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion

· Implement an instructional program that facilitates English language development

· Draw upon information about students' backgrounds and prior learning to provide instruction differentiated to students' language abilities

· Understand how and when to collaborate with specialists and para-educators to support English language development

· Select instructional materials and strategies to develop students' abilities to comprehend and produce English and extend students' current level of development

· Know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subject area

· Use systematic, explicit instructional strategies to make grade-appropriate or advanced curriculum content comprehensible to English learners

· Allow students to express meaning in a variety of ways

· Apply understanding of cognitive, pedagogical, and individual factors that affect students' language acquisition when planning lessons for English language development and for academic content

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

· Use formal and informal methods to assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students

· Understand how multiple factors, including family/parental support, gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn

· Identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted

TPE 9: Instructional Planning

· Plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students

· Establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement

· Use explicit, appropriate, and effective teaching methods to help students meet or exceed grade level expectations

· Sequence instruction so the content to be taught connects to preceding and subsequent content

· Select or adapt instructional strategies, grouping strategies, and instructional material to meet student-learning goals/needs

· Plan lessons that connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs

· Plan differentiated instruction

· Use available aids and volunteers, when appropriate, to help students reach instructional goals

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time
· Allocate and adjust instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
· Establish procedures to maximize instructional time

TPE 11: Social Environment
· Develop and maintain clear expectations for academic and social behavior to create a positive learning climate
· 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 prioritize goals for increasing subject matter knowledge and teaching effectiveness