

**San José State University**  
**Department of Art and Art History**  
**ARED 150/CA 150, Field Experiences in the Arts. Section 01, Spring 2021**

**Course and Contact Information**

<b>Instructor:</b>	<b>Susan W. Trimmingham</b>
<b>Office Location:</b>	Virtual meetings this semester
<b>Telephone:</b>	Contact through email
<b>Email:</b>	<a href="mailto:susan.trimingham@sjsu.edu">susan.trimingham@sjsu.edu</a>
<b>Office Hours:</b>	11:15-12:00/ Tuesdays & Thursdays
<b>Class Days/Time:</b>	12-2:50/Monday
<b>Classroom:</b>	Virtual class meetings this semester
<b>Prerequisites:</b>	Upper division standing: Art 138 and 139, or instructor consent
<b>Units:</b>	3

**Course Description**

This Capstone course is designed to bring reflection and focus to the whole of the Art Education experience. It provides opportunities for those considering teaching, K-12 levels, to interact with outstanding teachers of the arts in the region through structured field experiences in classrooms, reflective writing, community service, and weekly discussion in a seminar setting.

**Due to Covid-19 restrictions it is no longer viable for students in this course to attend an observation site in-person for the mandatory 45 observation hours needed to pass this course. This semester the course has been adjusted to provide those observation hours during class Zoom meetings, through video clips from the Resource of National Board for Professional Teaching Standards. It is essential that students attend all Zoom classes that are scheduled for these observation hours, as only the instructor has legal access to these video clips. Students will receive an incomplete (I grade) in the course until (a) the 45 hours are verified by the ARED 150 instructor and (b) the student re-does all assignments based on falsely reported hours.**

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 Visual Arts Standards for California Public Schools* and assigned readings. Participants in ARED 150 will observe and discuss ways to develop learning activities designed to help students (middle and/or high school) to:

- Generate and conceptualize artistic ideas and work.

- Organize and develop artistic ideas and work.
- Refine and complete artistic work.
- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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 Arts Content Standards* (see “Required Texts”). The formalist approach will be used in the class and will concentrate 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.

## Course Format

### Online course

### Faculty Web Page and MYSJSU Messaging

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.*

### More Faculty Information:

Canvas: <http://www.sjsu.edu/at/ec/canvas/>

Canvas Faculty Resources: [http://www.sjsu.edu/at/ec/canvas/faculty\\_resources\\_new/index.html](http://www.sjsu.edu/at/ec/canvas/faculty_resources_new/index.html)

### Program Information

Art Education Program Coordinator: Barbara Hughes [barbara.hughes@sjsu.edu](mailto:barbara.hughes@sjsu.edu)

## 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 and review and analyze their classroom observations through written reflections and in-class discussion. Additionally, students participate in self-assessment in order to examine their own strengths and weaknesses as future teachers.

All observations, discussions, and writing will connect to the *California Visual Arts Content Standards* (see “Required Texts”). 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.

### Students in this course will:

**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)

### Course Skill Learning Outcomes

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

1. 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.
2. 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.
3. 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.

### Course Content Learning Outcomes

***Upon successful completion of this course, students will have mastered:***

4. Planning instruction that incorporates the California Standards for the Visual Arts in a final Lesson Plan.
5. Knowledge of the scope and changing role of art education in America and will demonstrate their understanding through connections during in-class discussions and written assignments.
6. Developing a lesson plan that connects learning to students' prior knowledge, backgrounds, life experiences, and interests.

## Required Texts/Readings

### Textbook

*California Arts Standards, Visual Arts*. You can download a copy at:

<https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

### Other Readings

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

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

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

### Optional Materials

Optional materials and supplementary learning materials, such as web resources and writing guides will be available through the Canvas course website.

### Course Web Materials

- ART(H)/(PHOT) [course number] Course materials on-line on the SJSU Canvas site for the course at: <https://sjsu.instructure.com>. Your Username is your 9-digit SJSU ID number, and your password is your SJSU-One account password.
- ART(H)/(PHOT) [course number] Course Website. Available at <http://arth.sjsu.edu/>, select **Course Web Pages**. Access through User: and Password: (login instructions to be announced in class).
- Optional Resources include: Electronic Resources links to writing guides and Internet sites will posted to the Course Website and/or to Canvas.

## Library Liaison

### Library Liaison Contact Information for Art and Art History

The Art and Art History Department has a Library Liaison. Please see his contact information below

#### Gareth Scott

email: [gareth.scott@sjsu.edu](mailto:gareth.scott@sjsu.edu)

phone: (408) 808-2094

Dr. Martin Luther King, Jr. Library

4th Floor Administration Offices

## Department Advising

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

## Course Requirements and Assignments

*SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.*

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.

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### 1) Documented Observation - Mandatory

You are required to perform 45 hours of Classroom Observations in order to pass this course. Use the **Pre-professional Experience form for Secondary Education**: [http://www.sjsu.edu/wll/docs/Pre%20Professional%20Experience%20Form%2010\\_11\\_16.pdf](http://www.sjsu.edu/wll/docs/Pre%20Professional%20Experience%20Form%2010_11_16.pdf) or the **Multiple Subject Credential Pre-professional Experience form, Appendix H**: [https://www.sjsu.edu/teachered/docs/MSCP%20Advisement%20Guide%2010.18.2018\\_mk.pdf](https://www.sjsu.edu/teachered/docs/MSCP%20Advisement%20Guide%2010.18.2018_mk.pdf) to document your recordings of Classroom Observations. The Pre-professional Experience form is **mandatory** in order to pass this course. Maximum hours of observation allowed in a private school is 20 hours. The remaining 25 hours must be in a public school, or all 45 hours in a public school. If you will be seeking a Single Subject credential you are encouraged to observe in a public high school. If you are seeking a Multiple Subject credential you will need to observe in a public Middle School.

### 2) Engagement during class - 30%

- Active listening and participation in class discussion and activities
- 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 assigned topics of study
- On-task, helpful
- Cooperates in Group work
- Notifies instructor of any absences
- Does not use cell phone or laptop during class

### **3) 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.

### **4) 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 words reflection, as outlined by the Observation Reflection Format, **one for the equivalent of every 9 hours of observation in a classroom**.

### **5) 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 Reflection 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.

### **6) 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 and what you have learned during the semester. The Philosophy Statement is an opportunity to demonstrate your mastery of the material covered during this semester. 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 Checklist for prompts.**

## Final Examination or Evaluation

This course models current education practices and final grades are based on modes of evaluation, as appropriate, other than examination. **Students will provide a final Lesson Plan Project and a completed Documentation of Observations Log for their Final Exam.**

## Grading Information

**Assignment Format and Submission:** The course is designed to create a community in which all members are teachers, learners, and artists. The course requires responsible participation from everyone in this community. Students should be prepared to attend all class meetings as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Making up class work is the responsibility of the student. A final project/Lesson Plan will stand in for the Final Examination. Evaluations will be based on completion of assignments and engagement during class time.

The grading system for this course is based on the expectation that with clear evaluation criteria given at the beginning of the assignment, explicit instructor feedback, and opportunities for revision, every student has the opportunity to receive full credit for each assignment.

Students will be graded on a 100-point scale.

## Determination of Grades

- Grading is based on cumulative work. See Course Requirements and Assignments for detailed information regarding grading.
- List of the percentage weight assigned to various class assignments is detailed in Course Requirements and Assignments.
- Penalty for late or missed work will be loss of those grade points.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

**Relative weight of course requirements:**

<b>1.Pre-professional Experience form(s) totaling 45 hours</b>	<b>MANDATORY</b>
2. Class Engagement	<b>30%</b>
3. Lesson Plan and Presentation	<b>20%</b>
4. <b>5</b> Observation Reflections	<b>30%</b>
5. <b>Final</b> Observation Reflection	<b>10%</b>
6. Philosophy Statement	<b>10%</b>

Late assignments will only be accepted under unusual, extenuating, or emergency circumstances.

**Please note:** Except in cases of documented emergencies, incomplete grades are not given in this course.

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

**Additional Note:**

This syllabus is subject to change, in the event of unforeseen circumstances, or in the case that changes will significantly enhance the quality of the course. Students will collectively have the opportunity to shape the ways in which the course unfolds.

**Classroom Protocol**

Students are expected to be punctual for class and actively engaged during all class meetings. Cell phones, smart phones, or other devices that detract from full attention should be turned off or silenced.

**University Policies**

**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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), 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**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) 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/>. Students 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](http://www.sjsu.edu/advising/) 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), <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 greensheet 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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays (Optional)**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at

the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources (Optional)**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections (Optional)**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center

on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

**SJSU Counseling Services (Optional)**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

**Course Schedule**

**ARED/CA 150 - Field Experiences in the Arts, Section 1, Spring Semester 2021**

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

Week/Module	Date	Assignment
1/1	2/1	GETTING STARTED—GRADING, THE FINAL LESSON PLAN, RUBRICS, REFLECTIONS, READINGS, OBSERVATION FORMS. CREDENTIAL PROGRAM- <a href="http://www.sjsu.edu/secondary">http://www.sjsu.edu/secondary</a> <b>What to look for during observations</b> <b>ASSIGNMENTS: TEDx</b>
2/1	2/8	MANAGEMENT STRATEGIES, REVIEW TED TALKS, BEGIN VIEWING <b>ATLAS TEACHING VIDEOS</b> <b>ASSIGNMENT: MEYERS-BRIGGS TEMPERMENT INDICATOR</b>
3/2	2/15	INTRODUCTION TO PERSONALITY TYPE (MBTI) ADMINISTER MBTI, DISCUSS PERSONALITY TYPE. <b>ATLAS VIDEO CLIPS</b> <b>ASSIGNMENT: Brian Little: Who are you, really? The puzzle of personality</b>

4/2	2/22	<p><b>USING STRENGTHS TO INCREASE EFFECTIVENESS AS AN EDUCATOR THROUGH DIFFERENTIATED LEARNING.</b></p> <p><b>ATLAS VIDEO CLIPS</b></p> <p><b>ASSIGNMENT: MULTIPLE INTELLIGENCES</b></p>
5/3	3/1	<p><b>INTRODUCTION TO CALIFORNIA ARTS STANDARDS.</b> (Planning instruction and designing learning experiences: “scaffolding”)</p> <p><b>ATLAS VIDEO CLIPS</b></p> <p><b>ASSIGNMENT: Understanding the CA Visual Arts Standards</b></p>
6/4	3/8	<p><b>INTRODUCTION TO BLOOM’S TAXONOMY BLOOM’S--REVIEW ENGAGEMENT RUBRIC</b></p> <p><b>ATLAS VIDEO CLIPS</b></p> <p><b>ASSIGNMENT: UNDERSTANDING BLOOM’S TAXONOMY</b></p>
7/5	3/15	<p><b>INTRODUCTION TO AGE APPROPRIATE VISUAL ARTS CURRICULUM</b></p> <p><b>ATLAS VIDEO CLIPS</b></p> <p><b>ASSIGNMENT: AGE APPROPRIATE</b></p>
8/6	3/22	<p><b>INTRODUCTION TO STUDIO THINKING/HABITS OF MIND</b></p> <p><b>ATLAS VIDEO CLIPS</b></p> <p><b>ASSIGNMENT: STUDIO THINKING</b></p>
	3/29	<b>SPRING BREAK</b>
9/7	4/5	<p><b>REVIEW PHILOSOPHY STATEMENT</b></p> <p><b>ATLAS VIDEO CLIPS</b></p> <p><b>ASSIGNMENT: Philosophy Statement</b></p>
10/8	4/12	<p><b>REVIEW LESSON PLAN IDEAS. LESSON PLANNING—LESSON PLAN FORMAT</b></p> <p><b>ATLAS VIDEO CLIPS</b></p>

11/9	4/19	<b>Philosophy Statement DUE</b> <b>WHY IS ASSESSMENT IMPORTANT? REVIEW FORMAL &amp; INFORMAL ASSESSMENTS</b> <b>ATLAS VIDEO CLIPS—if needed</b> <b>ASSIGNMENT: Formal &amp; Informal ASSESSMENT</b>
12/8	4/26	<b>LESSON PLAN PRESENTATIONS</b>
13/8	5/10	<b>LESSON PLAN PRESENTATIONS</b>
14/8	5/17	<b>LESSON PLAN PRESENTATIONS</b>
<b>Final Exam</b>	<b>5/20 9:45- 12:00</b>	<b>Final: Lesson Plan, 5 Observation Reflections, Final Reflection DUE</b>

## HOW TO APPLY FOR YOUR CREDENTIAL

- STEP 1:** Schedule an interview/portfolio review/writing test with the Subject Matter Coordinator of the Art Education Program, Dr. Barbara Hughes ([barbara.hughes@sjsu.edu](mailto:barbara.hughes@sjsu.edu))
- STEP 2:** Apply to the Secondary Education Program at:  
[http://www.sjsu.edu/secondary/apply\\_now/how\\_to\\_apply/](http://www.sjsu.edu/secondary/apply_now/how_to_apply/)
- STEP 3:** Complete Pre-Professional Experience Form for Single Subject Credential:  
[http://www.sjsu.edu/secondary/apply\\_now/how\\_to\\_apply/Pre%20Professional%20Experience%20Form%2011\\_16.pdf](http://www.sjsu.edu/secondary/apply_now/how_to_apply/Pre%20Professional%20Experience%20Form%2011_16.pdf)

### Art Education Portfolio Review and Interview

(To establish Subject Matter Competency for application to SJSU's Department of Secondary Education)\*

SJSU's Single Subject Credential Program in Art is housed in the Department of Secondary Education (College of Education). The methods course (ARED 238) and phase II/II supervision and evaluation of student teachers are provided by the Department of Art & Art History (College of Humanities & the Arts)—which also advises SJSU's Department of Secondary Education on subject matter competency of applicants to their program.

Subject Matter Competency assumes that the prospective student has (a) knowledge and some level of skill at producing art in the various media typically taught in high schools, (b) basic knowledge of the California Visual and Performing Arts Standards (<http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>), and (c) can meet the pre-professional experience and other criteria set by the Department of Secondary Education for admission to the credential program.\*

How to schedule the portfolio review/interview:

- when: Tuesdays 3-4pm (scheduled one or more weeks in advance)
- Dr. Barbara Hughes ([barbara.hughes@sjsu.edu](mailto:barbara.hughes@sjsu.edu))
- the portfolio review and interview will take approximately 30 minutes; please plan on an additional 30 minutes for writing a short essay that will be sent to the Department of Secondary Education along with your Subject Matter Competency form. Once you contact Dr. Hughes, she will send you a formal list of what you need to bring to the interview.

What to bring:

- transcripts (unofficial ok) showing your coursework, GPA, date (or planned date) of BA degree
- Subject Matter Competency form (available here: [http://www.sjsu.edu/specialed/current\\_students/forms/Single\\_Subject\\_Focus.pdf](http://www.sjsu.edu/specialed/current_students/forms/Single_Subject_Focus.pdf))
- paper sufficient for hand-writing a 30-minute essay
- digital portfolio (preferably on your computer and not requiring internet connection for you to access the portfolio—or sent to Dr. Barbara Hughes in advance of the scheduled meeting)—10-12 examples of your artwork and showing your competence in 2-3 different media (such as painting, ceramics, photography, digital media)
- one “real” object you have made in a medium that would be taught in a high school (painting, ceramic object, etc.)
- a brief (2-3 sentence) description of each portfolio item that might provide, for example, the context and/or inspiration, the date, and other pertinent information); the portfolio and descriptions should make clear your process of selection and reflection
- artist statement.

\*see “How to Apply” to the Department of Secondary Education: [http://www.sjsu.edu/secondary/apply\\_now/how\\_to\\_apply/](http://www.sjsu.edu/secondary/apply_now/how_to_apply/)

**Special Education Credential  
Single Subject (Secondary Education) Focus**

In order to fulfill the requirements for the Special Education Level I Credential with Single Subject (Secondary) emphasis, candidates must complete the following requirements in Secondary Education. Meet with the Chair of Secondary Education and start an abbreviated student information file: This should be done the first semester that a candidate is in the program. The following four requirements will be explained during that meeting. Please contact 924.3755 for an appointment.

- A. Verify Subject Matter Competence:** Special Education candidates must demonstrate competence in a subject recognized for a Credential in California. Competence can be demonstrated in one of three ways:
1. If you completed CCTC approved Subject Matter Preparation program, you may submit verification from the institution where you completed the program.
  2. If you did not complete an approved CCTC Subject Matter Preparation program but wish to verify Subject Matter Competency by coursework, contact and meet with a credential advisor in the specific subject area (i.e. math, science, English, etc.) The subject area credential advisor will review your transcripts and other relevant documents to determine whether you have satisfied the subject matter competency requirement. Subject matter competency admission requirements vary depending on your teaching subject area.
- NOTE:** An undergraduate major or a Master's Degree in a subject area does not guarantee subject matter competence. Take your transcripts (you can use unofficial transcripts for this meeting) and the "Subject Matter Competency Report" form (included with this information) to that meeting. Note: A Subject Matter Competency Report form signed by a subject area advisor is required before you will be approved to take courses in the Single Subject Credential Program
3. Exams: If you do not have Subject Matter Competence you have the option of either taking the additional required coursework or earning passing scores on the required Praxis and SSAT exams in the subject area. Required tests vary depending upon the subject area; contact the subject area advisor for specifics. Exam application booklets are available in Sweeney Hall 301.

**B. Subject Specific Methods:** This course is taken with the permission of the specific department; when this can be taken will be determined based on the subject matter competency review.

**C. EDSC 182 Evaluation:** This course may be taken any time after meeting with the Chair of Secondary Education and after submitting the Subject Matter Competency review form.

**D. EDSC 184X Student Teaching:** Phase I Student Teaching involves observation, small group work, and mini teaching and culminates with a two/three-week daily teaching experience in one regular public school class in the candidate's specified subject area. Candidates who are teaching full time in special education will be able to meet this requirement by working in a regular classroom during their preparation period or, if the subject is not offered at that site, at another school in that area. Subject matter competency must be established before taking EDSC 184X.