

Assessment of Subject-Specific Pedagogies - Art

Directions:

1. Throughout the semester, look for evidence that the candidate addresses the subject specific pedagogies listed below while teaching and working with students
2. During the last half of the semester, identify 5-7 of the pedagogies to look at as part of a formal observation. Debrief with the candidates to help them reflect on these subject specific pedagogies - both strengths and areas for growth .
3. At the end of the semester, assess the candidate's progress on these subject specific pedagogies. Note that this is about progress - you will also assess at the end of Student Teaching (Spring semester). Provide your overall assessment on the recommendation form that will be sent to you using the following criteria:

Criteria (for the overall assessment of subject-specific pedagogies):

Exceeding (4): The candidate *has exceeded expectations by consistently and effectively* engaging in many of the pedagogies at the level beyond a beginning teacher.

Meeting (3): The candidate *consistently and effectively* engages in many of the pedagogies at the expected level of a beginning teacher.

Approaching (2): The candidate *effectively engages in* some of the pedagogies at the expected level of a beginning teacher, *but needs continued support for* other pedagogies.

Attempting (1): The credential candidate has *attempted to engage in some of the subject specific pedagogies*, but *needs significant support* in order to effectively meet the expected level of a beginning teacher.

List of Subject Specific Pedagogies - Art (from the California Commission on Teacher Credentialing)

- The credential candidate demonstrates the ability to teach the state-adopted standards for art and applicable English Language Development Standards.
- The credential candidate is able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the state standards for art.
- The credential candidate is able to design instruction that engages students through inquiry in researching for information and resources needed to explore an artistic question.
- The credential candidate supports students' development in creative processes, artistic skills and techniques and support students' literacy in expression and communication of ideas in both written and visual forms.
- The credential candidate models and encourages student creativity, flexibility, collaboration, and persistence in solving artistic problems given to them and of their own making.
- The credential candidate provides secure and safe environments that allow students to take risks and approach artistic, design, or aesthetic problems in multiple ways.
- The credential candidate's explanations, demonstrations, and planned activities serve to involve students in learning experiences that help students process and respond to sensory information through the languages and skills unique to the visual arts.
- The credential candidate builds students' creative problem-solving process and skills,

innovative and critical thinking, communication, and collaborative and technical skills through engagement of translating thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques.

- The credential candidate establishes, teaches, and monitors procedures for the safe care, use, and storage of art equipment and materials used during the creative process.
- The credential candidate understands and is able to teach students about the historical, cultural, and contemporary contributions and dimensions of art, providing insights into the role and development of the visual arts in past and present contexts throughout the world.
- The credential candidate emphasizes the contributions of art to historical and contemporary culture, society, and the economy, especially in California.
- The credential candidate guides students as they make informed critical judgments, evaluations, and responses about the quality, impact, and success of artworks through perceiving, analyzing, and applying differing sets of criteria.
- The credential candidate provides students with the skills and knowledge to develop their own relevant criteria for evaluating a work of art, design, or collection of works.
- The credential candidate assures that students are provided access to works of art that are broadly representative of cultural diversity.
- The credential candidate teaches students to independently read both literal text and visual texts and comprehend and evaluate instructional materials that include increasingly complex subject-relevant texts, visual and written, and graphic/media representations presented in diverse formats.
- The credential candidate teaches students to write evaluative, argumentative, and expository visual arts texts, and create visual images and/or structures or curate a collection of objects/images to express views, statements, or facts.
- The credential candidate provides students with the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool.
- The credential candidate is able to raise students' awareness of ethical responsibilities and safety issues when sharing images and other materials through the Internet and other communication formats.
- The credential candidate demonstrates and teaches an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to creating works of arts and design.
- The credential candidate understands how to design and implement instruction for their students to uncover the connections of visual arts content and skills to college and career opportunities, life skills, and lifelong learning.
- The credential candidate provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
- The credential candidate assures that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.