

# Department of Art

## Annual Assessment Report

### Program: B. S. in Art Education Degree

Submitted by: Dr. Cassandra Broadus-Garcia

2011 – 2012

**Program: B.S. Ed. in Art Education (Pre-K through 12 Certification)**

*Preamble*

As an academic department within the School of Arts and Sciences at Central Connecticut State University, the Department of Art contributes to the fulfillment of the system-wide mission. The philosophy of the Department of Art's Art Education program is to prepare well-educated and competent practitioners for teaching positions in the school districts of the capital region and the state of Connecticut. The Department assumes the responsibility to nurture the development of those teaching skills that will enable graduates to plan and implement an effective art program at the elementary, middle, and/or senior high school level.

The art education program prepares students professionally where both concepts and technical excellence are stressed. A broad spectrum of quality resources is provided in terms of equipment, a faculty of practicing artists, designers and educators and location convenient to major museums and numerous galleries. We endeavor to provide curricula that encourage all kinds of creative explorations that broaden individual talent and that allow maximum flexibility and encourage a constant exchange of ideas and attitudes with faculty. We encourage students at all levels, as developing art education professionals, to plan their goals, directions, and methods and to find supplemental resources and experiences outside of the university. We attempt to create an environment where students will discover the seriousness of their personal commitment to become art education professionals.

*Section I: Learning Outcomes*

1. **Content: Art Making** - Art teacher candidates will demonstrate knowledge of appropriate techniques and processes in a variety of visual media.
2. **Content: Art in Context** - Art teacher candidates will demonstrate knowledge of art forms, artists, and art works from diverse historical and contemporary contexts.
3. **Pedagogy: Planning** - Teacher candidates will demonstrate knowledge of a variety of teaching strategies by designing comprehensive, sequential curriculum that is developmentally appropriate.
4. **Pedagogy: Applying** - Art teacher candidates use a variety of teaching strategies to promote a high level of student understanding and artistic achievement during select field and student teaching experiences.
5. **Reflexive Practitioner** - Art teacher candidates engage in self-evaluation and analysis of their field and teaching experiences to identify areas for personal growth.

## ***Outline of Learning Outcomes and Assessment Methods Used to Assess Student Learning***

***Learning Outcome #1 – Content: Art Making - Art teacher candidates will demonstrate knowledge of appropriate techniques and processes in a variety of visual media.***

**LO1 Assessment Methods/Tasks:**

- A. Sophomore-Level Foundations Art Portfolio Review**
- B. Pre-Student Teaching Digital Art Portfolio Review (Conducted in Art 403: Art Education and Technology)**
- C. Praxis II: Art Making (Test 131) Results**

***Learning Outcome #2 – Content: Art in Context - Art teacher candidates will demonstrate knowledge of art forms, artists, and art works from diverse historical and contemporary contexts.***

**LO2 Assessment Method: Praxis II: Art Content Knowledge (Test 0133)**

***Learning Outcome #3 – Pedagogy: Planning – Teacher candidates will demonstrate knowledge of a variety of teaching strategies by designing comprehensive, sequential curriculum that is developmentally appropriate.***

**LO3 Assessment Methods/Tasks:**

- A. Development of an Elementary Thematic Unit of Instruction**
- B. Development of a Secondary Media-Based Unit of Instruction**

***Learning Outcome #4 – Pedagogy: Applying – Teacher candidates use a variety of teaching strategies to promote a high level of student understanding and artistic achievement during select field and student teaching experiences.***

**LO4 Assessment Method/Task:**

**Development and Implementation of a Secondary Classroom Aesthetic/Critical Inquiry Activity (Art 491 Course-embedded assessment)**

***Learning Outcome #5 – Reflexive Practitioner - Art teacher candidates engage in self-evaluation and analysis of their field and teaching experiences to identify areas for personal growth.***

**LO5 Assessment Method/Task:**

**Elementary and Secondary Student Teaching Reflection Journal Essays**

Section II: Findings

**Learning Outcome #1 – Content: Art Making - Art teacher candidates will demonstrate knowledge of appropriate techniques and processes in a variety of visual media.**

**Assessment Methods, Descriptions, and Findings**

- D. Sophomore-Level Foundations Art Portfolio Review**
- E. Pre-Student Teaching Digital Art Portfolio Review (Conducted in Art 403: Art Education and Technology)**
- F. Praxis II: Art Making (Test 131) Results**

**Method A: Sophomore-Level Foundations Art Portfolio Review**

**Description:** Art students must submit a portfolio of their personal artwork and pass this review prior to taking 300-level and above Art courses. The portfolio review asks students to demonstrate their foundational knowledge of appropriate techniques in drawing and design in a variety of media, if desired. This review is intended to measure students' foundation-level knowledge and skills acquired in core/foundation courses. The review is given at the beginning of each semester and portfolios are reviewed and scored by a panel of art faculty. (See Appendix for Portfolio Review Scoring Document.)

**Findings Overview: Sophomore-Level Foundations Art Portfolio Review 2011 – 2012** *\*Special thanks to Lisa Goldreich, Art Department University Assistant, for compiling the Art Department Sophomore-Level Art Portfolio Review Findings.*

Out of the 19 portfolios submitted in the 2011 – 2012 academic year, 95% passed (n=18) and 5% did not (n=1). Section 3: Tonal Drawings was the section of the review that caused the most difficulty for students. The description for this section is:

*Student has at least two (2) tonal drawings in pencil, charcoal, and/or ink that depict figure, landscape, or still life. Rendering of tonal drawing in pencil, ink, or charcoal [required] or color works of art [optional] clearly describes the illusion of light defining 3D volume.*

**TRANSFER CREDITS**

- Out of those students who passed portfolio review, 56% (n=10) had transferred some core courses from other institutions and 44% (n=8) did not.

See Complete Department Portfolio findings below.

**B.S.Ed in Art Education Portfolio Review Analysis of Pass/Fail:**

Academic year 2011-2012					
Semester	Total	Pass	Fail	%Pass	%Fail
Spring 2012	9	8	1	89%	11%
Fall 2011	10	10	0	100%	0%
<b>TOTAL</b>	<b>19</b>	<b>18</b>	<b>1</b>	<b>95%</b>	<b>5%</b>

Academic year 2010-2011					
Semester	Total	Pass	Fail	%Pass	%Fail
Spring 2011	15	14	1	93%	7%
Fall 2010	14	12	2	86%	14%
<b>TOTAL</b>	<b>29</b>	<b>26</b>	<b>3</b>	<b>90%</b>	<b>10%</b>

B.A. in Art and B.S.Ed in Art Education combined results from Academic year 2009-2010*					
Spring 2010 (both)	24	19	5	79%	21%
Spring 2010	24	13	11	54%	46%
Spring 2010 (resubmit)	8	6	2	75%	25%
Fall 2009	29	17	12	59%	41%
<b>TOTAL</b>	<b>53</b>	<b>36</b>	<b>17</b>	<b>68%</b>	<b>32%</b>

\*Data collected prior to the 2009-2010 academic year did not differentiate between B.A. in Art and B.S. in Art Education programs .

Portfolio Review Analysis of Pass/Fail by Rubric Section: **Academic year 2011-2012.**

Of the 1 student who failed:

		<b>SECTION FAILED</b>	<b>% of TOTAL STUDENTS (1)</b>
Section 1	Spatial Relation	0	0%
Section 2	Elem/Principles	0	0%
<b>Section 3</b>	<b>Tonal Values</b>	<b>1</b>	<b>100%</b>
Section 4	Craftsmanship	0	0%

---

Portfolio Review Analysis of **FAIL** Portfolios of BSED Students with **Transfer Credits** 2011 - 12

SEMESTER	TOTAL BS FAILED	TOTAL BSEd STUDENTS FAILED w/TRANSFER CREDITS	TOTAL BSEd STUDENTS FAILED W/ALL CCSU COURSES	% BSEd STUDENTS FAILED W/TRANSFER CREDITS	% BSEd STUDENTS FAILED W/ALL CCSU COURSES
Fall 2011	0	0	0	0%	0%
Spring 2012	1	1	0	100%	0%
<b>TOTAL</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>100%</b>	<b>0%</b>

---

Portfolio Review Analysis of **PASS** Portfolios of BSED Students with **Transfer Credits** 2011 – 2012

SEMESTER	TOTAL BSEd STUDENTS PASSED	TOTAL BSEd STUDENTS PASSED w/TRANSFER CREDITS	TOTAL BSEd STUDENTS PASSED W/ALL CCSU COURSES	% BSEd STUDENTS PASSED W/TRANSFER CREDITS	% BSEd STUDENTS PASSED W/ALL CCSU COURSES
Fall 2011	10	6*	4	60%	40%
Spring 2012	8	4	4	50%	50%
<b>TOTAL</b>	<b>18</b>	<b>10</b>	<b>8</b>	<b>56%</b>	<b>44%</b>

\*One student did not complete the 4 core courses. Two of this student's core courses were transfer credits, one course was being taken, and one had not been taken.

---

**Learning Outcome #1 – Content: Art Making - Art teacher candidates will demonstrate knowledge of appropriate techniques and processes in a variety of visual media.**

**Method B: Pre-Student Teaching Digital Art Portfolio Review**

**Description:**

The CCSU Pre-Student Teaching Art Education Digital Portfolio Review was developed as part of a 2010-2011 CSUS Learning Assessment and Improvement Grant awarded to Dr. Cassandra Broadus-Garcia. This portfolio was developed in fall 2010 and piloted in spring 2011. **Full implementation of this assessment began in Fall 2011** as part of *Art 403: Art Education and Technology*. Art education student portfolios were gathered and student work was used to develop specific criteria and assessment rubric by which the 2011-2012 digital art education portfolios were assessed. (See Appendix for Digital Art Portfolio Review assessment rubrics. For outcomes of this assessment grant, contact Dr. Broadus-Garcia at [broadusc@ccsu.edu](mailto:broadusc@ccsu.edu).)

The pre-student teaching Art Education Digital Portfolio Assessment requires Art Education students to digitally present 10-15 works to demonstrate their breadth of knowledge in a variety of media and techniques as well as approximately 5 pieces of work in their studio area of study, thus showcasing their art-making proficiency in one given media area. This portfolio review assists art education faculty in determining if a student meets all art studio skill requirements to successfully proceed forward in his/her art student teaching placement. In addition, the review provides art education students with feedback prior to their participation in the Art Education Art exhibition held each December in CCSU's University Art Gallery.

**Findings: Pre-Student Teaching Digital Art Portfolio Review (Art 403 Course-embedded assessment)**

Data below include both B.S. in Art Education and post-bac Art Education Certification Graduate students enrolled in the Art 403 course. Digital Art Portfolios are graded by Art 403 course instructor, Dr. Jerry Butler.

		<b>Pre-Student Teaching Digital Art Portfolio Review Assignment/Assessment Scores</b>							
<b>Semester (N=Number of Enrolled Students)</b>	<b>Mean Score</b>	<b>A (4.0)</b>	<b>A- (3.5)</b>	<b>B+ (3.0)</b>	<b>B (2.5)</b>	<b>B- (2.0)</b>	<b>C+ (1.5)</b>	<b>C (1.0)</b>	<b>C- or below (0.0)</b>
<b>Spring 2012 (n = 11)</b>	<b>3.18</b>	4	1	2	3	1			
<b>Fall 2011 (n = 12)</b>	<b>3.46</b>	4	4	3	1				

**Learning Outcome #1 – Content: Art Making - Art teacher candidates will demonstrate knowledge of appropriate techniques and processes in a variety of visual media.**

**Method C: Praxis II: Art Making (Test 131) Results**

**Description:** The Praxis II Art Making exam is required of all B.S. and Art Education Certification Graduate students who are applying for CSDE Visual Arts Certification. This exam, administered through ETS, is taken the semester before their final student teaching semester and, in two separate sections, covers techniques and elements used in the making of art:

- (1) Working Knowledge of Basic Art Concepts and Techniques of Art Making – examinees demonstrate their ability or knowledge of art-making in two kinds of media. The types of media and subjects covered in this section of the exam include drawing, painting, printmaking, sculpture, ceramics, crafts, technology/media, and principles and elements of design. Each type of art can be demonstrated using any appropriate tools, materials, and techniques. The examinee may be asked to either describe the process of an art form or to physically apply their knowledge.
- (2) Documentation of Personal Art Making - examinees are required to bring four color copies of four different personal works of art in different media. Examinees will describe in two essays the process and techniques used in making two of the art pieces. The essays must explain the reason for choosing the techniques, the meaning or themes of the pieces, the processes from start to finish, and the materials and tools used in creating the art.

Results below indicate latest 2010-2011 results from ETS. Results from 2011-2012 are not yet available.



**FINDINGS: PRAXIS II ART-MAKING (TEST 131) RESULTS – 2004 THROUGH 2011**

<i>Assessment Information<sup>1</sup></i>	<i>CCSU Group</i>	<b>CCSU Number Taking Assessment</b>	<b>CCSU Number Passing Assessment</b>	<b>CCSU Institutional Pass Rate</b>	<b>Institutional Average Scaled Score</b>	<b>Assessment Cut Score<sup>2</sup></b>	<b>Statewide Number Taking Assessment</b>	<b>Statewide Number Passing Assessment</b>	<b>Statewide Pass Rate</b>	<b>Statewide Average Scaled Score</b>
<i>ART MAKING (0131) Test Company: ETS Score Range: 100-200</i>	Students who are enrolled in the program and have not completed student teaching, 2010-2011.	10	9	90%	162	148	31	30	97%	161
	Students who completed the program, including student teaching, 2010-11.	13	13	100%	165	148	26	26	100%	164
	Students who completed the program, including student teaching, 2009-2010.	19	19	100%	164	148	39	39	100%	164
	Students who completed the program, including student teaching, 2008-2009.	27	27	100%	171	148	52	52	100%	166
	Students who have completed the program, including student teaching, 2007-08	26	26	100%	166	148	58	58	100%	163
	Students who have completed the program, including student teaching, 2006-2007	26	26	100%						
	Students who have completed the program, including student teaching, 2005-2006	26	26	100%						
	Students who have completed the program, including student teaching, 2004-2005	20	20	100%						
	<sup>1</sup> Tests with multiple delivery options (computer, paper, etc.) will be noted with the assessment code for the paper format only. <sup>2</sup> Cut scores may vary for groups depending upon when the cut scores are established by the state and when each group completed their teacher certification or licensure assessment.									

**Learning Outcome #2 – Content: Art in Context - Art teacher candidates will demonstrate knowledge of art forms, artists, and art works from diverse historical and contemporary contexts.**

**Assessment Methods, Description, and Findings**

**Method: Praxis II: Art Content Knowledge (Test 0133)**

**Description: Praxis II Art: Content Knowledge** is a multiple-choice test that focuses on those concepts considered central to the subject matter of art. The test, administered through ETS, measures knowledge of the traditions in art and art forms, architecture, design, and the making of artifacts; art criticism and aesthetics; and the making of art.

Note: Results below indicate latest 2010-2011 results from ETS. Results from 2011-2012 are not yet available.

**Findings: Praxis II: Art Content Knowledge (Test 0133) RESULTS – 2004 THROUGH 2011**

CCSU ART EDUCATION							Statewide			
Assessment Information <sup>1</sup>	Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Institutional Average Scaled Score	Assessment Cut Score <sup>2</sup>	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate	Statewide Average Scaled Score
	Students who are enrolled in the program and have not completed student teaching, 2010-2011.	10	10	100%	180	157	32	29	91%	173
	Students who completed the program, including student teaching, 2010-11.	13	13	100%	180	157	26	26	100%	174
	Students who are enrolled in the program and have not completed student teaching, 2009-10	8				157	18	13	72%	167
	Students who completed the program, including student teaching, 2009-2010.	19	19	100%	176	157	39	39	100%	173
	Students who completed the program, including student teaching,	28	27	96%	181	157	53	52	98%	176

<i>Test Company: ETS Score Range: 100-200</i>	2008-2009.									
	Students who have completed the program, including student teaching , 2007-08	26	26	100%	178	157	58	58	100%	174
	Students who have completed the program, including student teaching , 2006-2007	26	26	100%						
	Students who have completed the program, including student teaching , 2005-2006	26	26	100%						
	Students who have completed the program, including student teaching , 2004-2005	20	20	100%						

<sup>1</sup>Tests with multiple delivery options (computer, paper, etc.) will be noted with the assessment code for the paper format only.

<sup>2</sup>Cut scores may vary for groups depending upon when the cut scores are established by the state and when each group completed their teacher certification or licensure assessment.

**Learning Outcome #3 – Pedagogy: Planning – Teacher candidates will demonstrate knowledge of a variety of teaching strategies by designing comprehensive, sequential curriculum that is developmentally appropriate.**

**Assessment Methods, Description, and Findings**

- C. Development of an Elementary Thematic Unit of Instruction**
- D. Development of a Secondary Media-Based Unit of Instruction**

**Method A: Development of an Elementary Thematic Unit of Instruction (Art 301 Course-embedded assessment)**

**Description:** An elementary thematic unit of instruction, specifically catered for 4<sup>th</sup> or 5<sup>th</sup> grade students, is designed by Art Education students enrolled in Art 301: Art Education Theory and Practice I, the introductory art education course taught by Dr. Cassandra Broadus-Garcia. This unit incorporates 3-4 sequential multi-day lesson plans and includes accompanying resources, including works of art, artifacts, and/or objects as well as other supplementary resources to be used during the planned Thematic Unit. (See Appendix for Elementary Thematic Unit of Instruction Assessment Rubrics.)

**Findings: Elementary Thematic Unit of Instruction**

The following data include both B.S. in Art Education and post-bac Art Education Certification Graduate students enrolled in the Art 301 course. Thematic Units of instruction are scored by Art 301 course instructor.

			<b>Elementary Thematic Unit of Instruction Assignment/Assessment Scores</b>							
<b>Semester (N=Number of Enrolled Students)</b>	<b>Mean Score</b>	<b>Percent Passed</b>	<b>A (4.0)</b>	<b>A- (3.5)</b>	<b>B+ (3.0)</b>	<b>B (2.5)</b>	<b>B- (2.0)</b>	<b>C+ (1.5)</b>	<b>C (1.0)</b>	<b>C- or below (0.0)</b>
<b>Spring 2012 (n=7)</b>	<b>3.14</b>	<b>100%</b>	3	1	1	1	0	0	1	0
<b>Fall 2011 (n = 14)</b>	<b>2.96</b>	<b>100%</b>	2	5	1	3	2	1	0	0
<b>Spring 2011 (n = 8)</b>	<b>2.44</b>	<b>100%</b>	1	1	0	3	1	1	1	0
<b>Fall 2010 (n = 20)</b>	<b>2.4</b>	<b>85%</b>	3	5	1	3	2	2	1	3

Spring 2010 (n = 18)	1.92	78%	4	0	2	3	2	1	2	4
Fall 2009 (n=15)	2.67	100%	2	3	2	3	2	2	1	0
Spring 2009 (n = 0)	Art 301 was not offered.									
Fall 2008 (n = 16)	2.44	87%	2	2	3	3	3	1	0	2
Spring 2008 (n = 13)	1.88	85%	2	0	2	1	2	0	4	2
Fall 2007 (n = 19)	2.92	95%	5	5	2	2	3	0	1	1

**Method B: Development of a Secondary Media-Based Unit of Instruction (Art 400 Course-embedded assessment)**

**Description:** A secondary media-based unit of instruction, specifically catered for middle school or high school age students, is designed by Art Education students enrolled in *Art 400: Art Education Theory and Practice II*. This developmentally-appropriate high school unit incorporates sequential multi-day lesson plans and includes accompanying resources, including works of art, artifacts, and/or objects as well as other supplementary resources to be used during the media-based unit. (See Appendix for Secondary Media-Based Unit of Instruction Assessment Rubric.)

**Findings: Secondary Media-Based Unit of Instruction**

The data below include both B.S. in Art Education and post-bac Art Education Certification Graduate students enrolled in the Art 400 course – the last art education course taken the semester before student teaching. All art education students completing this assessment have been admitted to the SEPS Professional Program. Secondary Media-Based Units of Instruction are graded by course instructor. With the assistance of Adjunct Professor, Marsha Lewis, multi-year data from this course embedded assessment was organized; 2011-2012 report is the first time that these data are reported.

			Secondary Media-Based Unit of Instruction Assignment/Assessment Scores							
Semester (N=Number of Enrolled Students)	Mean Score	Percent Passed	A (4.0)	A- (3.5)	B+ (3.0)	B (2.5)	B- (2.0)	C+ (1.5)	C (1.0)	C- or below (0.0)
Spring 2012 (n = 9)	2.00	89%	2	1	0	4	0	1	0	1
Fall 2011 (n = 16)	2.38	94%	6	1	0	4	1	1	2	1
Spring 2011 (n = 7)	3.07	100%	3	1	0	2	0	0	1	0
Fall 2010 (n = 12)	2.96	92%	5	0	2	3	1	0	0	1
Spring 2010 (n = *)	*	*								
Fall 2009 (n = 13)	2.62	100%	1	3	2	3	2	0	2	0
Spring 2009 (n = *)	*	*								
Fall 2008 (n = *)	*	*								
Spring 2008 (n = 9)	3.39	100%	5	1	0	0	2	2	0	0
Fall 2007 (n = 14)	3.11	86%	8	1	1	2	0	0	0	2
Spring 2007	2.89	93%	5	2	3	0	1	1	1	1

(n = 14)											
Fall 2006 (n = 13)	3.12	100%	3	2	4	3	1	0	0	0	0
Spring 2006 (n = 15)	3.03	100%	5	3	2	2	1	0	2	0	0
Fall 2005 (n = 18)	2.86	94%	4	4	1	3	2	0	3	1	1

**\*Data not available.**

*Special thanks to Victor Preato, Art Education Graduate Assistant, for compiling the Secondary Media-Based Unit of Instruction Assignment/Assessment Scores.*

**Learning Outcome #4 – Pedagogy: Applying – Teacher candidates use a variety of teaching strategies to promote a high level of student understanding and artistic achievement during select field and student teaching experiences.**

**Assessment Methods, Description, and Findings**

**Method: Development and Implementation of a Secondary Classroom Aesthetic/Critical Inquiry Activity (Art 491 Course-embedded assessment)**

**Description:** Art Education students create and implement a hands-on instructional activity (i.e., game) for use during an aesthetic and/or critical inquiry field teaching experience session with secondary level students. The instructional activity (a) focuses on helping secondary students to better understand a contemporary work(s) of art and/or artist, (b) emphasizes contextual analysis, and (c) focuses on one or more topical areas of Aesthetics. Students carefully plan and teach their instructional activity/game, consulting with an assigned middle-school or high school teacher and coordinating their participation with the teacher's curriculum. This assignment/assessment takes place when students are enrolled in *Art 491: Aesthetic and Critical Dialogue About Art* and is scored by Dr. Cassandra Broadus-Garcia.

**Findings: Secondary Classroom Aesthetic/Critical Inquiry Activity Assignment/Assessment**

The data below include both B.S. in Art Education and post-bac Art Education Certification Graduate students enrolled in the Art 400 course.

			<b>Secondary Classroom Aesthetic/Critical Inquiry Activity Assignment/Assessment Scores</b>							
<b>Semester (N=Number of Enrolled Students)</b>	<b>Mean Score</b>	<b>Percent Passed</b>	<b>A (4.0)</b>	<b>A- (3.5)</b>	<b>B+ (3.0)</b>	<b>B (2.5)</b>	<b>B- (2.0)</b>	<b>C+ (1.5)</b>	<b>C (1.0)</b>	<b>C- or below (0.0)</b>
Spring 2012 (n = 8)	3.5	100%	2	4	2	0	0	0	0	0
Fall 2011 (n = 9)	3.72	100%	5	3	1	0	0	0	0	0
Spring 2011 (n = 18)	3.19	100%	2	9	2	4	1	0	0	0
Fall 2010 (n = 9)	2.89	89%	2	3	1	1	1	0	0	1
Spring 2010 (n = 15)	3.57	100%	8	3	3	0	1	0	0	0
Fall 2009 (n = 0)	Art 491 was not offered.									
Spring 2009 (n = 12)	3.46	100%	3	6	2	1	0	0	0	0
Fall 2008 (n = 9)	3.33	100%	3	3	1	1	1	0	0	0
Spring 2008 (n = 20)	3.48	100%	8	8	0	3	1	0	0	0
Fall 2007 (n = 14)	3.86	100%	12	1	0	1	0	0	0	0



**Learning Outcome #5 – Reflexive Practitioner - Art teacher candidates engage in self-evaluation and analysis of their field and teaching experiences to identify areas for personal growth.**

**Assessment Methods, Description, and Findings**

**Method: Elementary and Secondary Student Teaching Reflection Journal Essays**

**Description:** Reflective journals are valuable tools for helping teacher education students become more aware of their pre-service teaching practices. Students keep a reflective journal in *Art 401: Art Student Teaching Seminar* – a course taken during the semester in which students are completing their student teaching. Twice during the semester, students turn in a 2-page reflection essay based on journal entries and their student-teaching experiences – one reflecting on their elementary teaching experiences and a second reflection on their secondary teaching experiences. These essays assess a student’s ability to critically examine his/her teaching practice. The self-evaluation essays should focus on the student’s learning, some aspect of his/her teaching, or one class’s dynamics as a whole and how his/her teaching was directly connected to student learning. (See Appendix for Student Teaching Reflection Essay Assessment Rubric.)

**Findings:**

The data below include both B.S. in Art Education undergraduate and post-bac Art Education Certification Graduate students enrolled in the Art 401 course. Reflection Journal Essays, an Art 401 course-embedded assessment task, are scored by course instructor, Judith Phelps. *\*Special thanks to Victor Preato, Art Education Graduate Assistant, for compiling the Student Teaching Reflection Journal Essay data.*

			<b>Elementary and Secondary Student Teaching Reflection Essays Assignment/Assessment Scores</b>															
			<b>E. = Elementary Teaching Reflection Essay Score S. = Secondary Teaching Reflection Essay Score</b>															
			E.	S.	E.	S.	E.	S.	E.	S.	E.	S.	E.	S.	E.	S.	E.	S.
<b>Semester (N=Number of Enrolled Students)</b>	<b>Mean Score</b>	<b>Percent Passed</b>	<b>A (4.0)</b>		<b>A- (3.5)</b>		<b>B+ (3.0)</b>		<b>B (2.5)</b>		<b>B- (2.0)</b>		<b>C+ (1.5)</b>		<b>C (1.0)</b>		<b>C- or below (0.0)</b>	
<b>Spring 2012 (n = 16)</b>	<b>3.45</b>	<b>100%</b>	8	5	3	5	3	3	2	3	0	0	0	0	0	0	0	0
<b>Fall 2011 (n = 4)</b>	<b>3.44</b>	<b>100%</b>	1	3	1	1	1	0	0	0	0	0	1	0	0	0	0	0

<b>Spring 2011 (n = 11)</b>	<b>3.11</b>	<b>100%</b>	3	3	2	1	4	4	1	0	1	2	0	1	0	0	0	0
<b>Fall 2010 (n = 3)</b>	<b>2.92</b>	<b>100%</b>	1	1	0	0	0	0	2	1	0	1	0	0	0	0	0	0
<b>Spring 2010 (n = 12)</b>	<b>3.21</b>	<b>100%</b>	6	3	2	2	1	1	3	5	0	0	0	0	0	1	0	0
<b>Fall 2009 (n = 6)</b>	<b>3.50</b>	<b>100%</b>	4	2	1	3	0	0	1	0	0	0	0	1	0	0	0	0
<b>Spring 2009 (n = 18)</b>	<b>3.03</b>	<b>94%</b>	4	10	6	1	0	0	2	3	3	2	2	2	0	0	1	0
<b>Fall 2008 (n = 12)</b>	<b>3.10</b>	<b>100%</b>	6	2	0	5	2	1	3	1	0	2	0	0	1	1	0	0
<b>Spring 2008 (n = 13)</b>	<b>3.13</b>	<b>100%</b>	4	5	1	3	4	2	1	1	1	2	1	0	1	0	0	0

## **Section 3: Analysis**

**Learning Outcome #1 – Content: Art Making - Art teacher candidates will demonstrate knowledge of appropriate techniques and processes in a variety of visual media.**

Out of the 19 Sophomore-Level Art portfolios submitted in the 2011 – 2012 academic year, 95% (n=18) passed and 5% (n=1) did not due to failure in Section 3 of the Portfolio Review Rubric (Tonal Values). Section 3 description reads:

*Student has at least two (2) tonal drawings in pencil, charcoal, and/or ink that depict figure, landscape, or still life. Rendering of tonal drawing in pencil, ink, or charcoal [required] or color works of art [optional] clearly describes the illusion of light defining 3D volume.*

Prior to the 2011-2012 report, Sophomore-Level Portfolio Review data did not differentiate between the B.S. in Art Education and B.A. in Art results (viz., 2009-2010). Starting in Fall 2010, data have now been separated and results are reported in each Program report, respectively.

Newly added data reporting procedures in this 2011-2012 Assessment Report include identifying Section 3: Tonal Value as the Portfolio Review section that students had the most difficulty with in 2011-2012. Identifying this problem has prompted the department to develop a pre-Sophomore-Level Portfolio Review course-embedded assessment task focusing solely on Tonal Values. (See Section 6: Assessment Plan). Portfolio Review outcomes on the other sections, including Spatial Relation, Elements/Principles, and Craftsmanship, were positive.

### **Pre-Student Teaching Digital Art Portfolio Review**

Beginning data from the Pre-Student Teaching Digital Art Portfolio Review were first collected 2011-2012. All B.S. in Art Education and post-bac Art Education Certification Graduate students' digital portfolios met the minimum expectation of a score of "C" or higher. Continued use and refinement of the assessment rubric, based upon evidence collected in future portfolio reviews, will further strengthen this assessment.

### **Praxis II: Art-Making Examination**

High pass rates on the Praxis II: Art-Making examination is evident both with CCSU students and Statewide. This Praxis II is being phased out and a new Praxis II for Visual Arts examination is going into effect. The CT State Department of Education established a policy that students who took the old tests had until July 1, 2012 to submit the application for certification to the SDE. Thus, students completing in December 2011 or May 2012 were OK if they took the old tests so long as they applied for certification by the end of June 2012.

Overall, Art Education students are meeting Learning Outcome #1, as evidenced by the following:

- 95% average pass rate on the 2011-2012 Sophomore-Level Portfolio Review;
- 100% pass rate of "C" or higher on the Pre-Student Teaching Digital Art Portfolio Review; and
- 100% pass rate on Praxis II from 2004-2010 and 90% pass rate from 2010-2011 (n= 1 failure).

**Learning Outcome #2 – Content: Art in Context - Art teacher candidates will demonstrate knowledge of art forms, artists, and art works from diverse historical and contemporary contexts.**

**Praxis II Art: Content Knowledge Examination** - Between 2004-2011, CCSU student pass rate was 100% on the Praxis II: Art Content Knowledge exam with the exception of 2008-2009, the year in which one student failed the examination, resulting in a 96% CCSU student pass rate.

### **Learning Outcomes #3 and #4:**

***Pedagogy: Planning*** - Teacher candidates will demonstrate knowledge of a variety of teaching strategies by designing comprehensive, sequential curriculum that is developmentally appropriate.

***Pedagogy: Applying*** - Art teacher candidates use a variety of teaching strategies to promote a high level of student understanding and artistic achievement during select field and student teaching experiences.

Course embedded assignments/assessments, such as the Elementary Thematic Unit of Instruction, the Secondary Media-Based Unit of Instruction, and the Secondary Classroom Aesthetic/Critical Inquiry Activity, are three primary means by which students' pedagogical knowledge is assessed, both in the area of Planning Instruction (LO#3) and the area of Application or Implementation of Instruction (LO#4). The Thematic Unit requires that first semester art education students plan curriculum that is conceptual in nature and incorporates comprehensive content for the 4<sup>th</sup>-5<sup>th</sup> grade student. This is difficult since Art 301 – the course in which this unit is developed – is the beginning pre-professional program art education course. Because this course is prior to students' admission to SEPS Professional Program, most of those students scoring "C-" or below on the Elementary Thematic Unit of Instruction did not continue in the B.S. in art Education program, changing their major, and did not apply to the SEPS Professional Program.

The Mean Score range for the Elementary Thematic Unit of Instruction Assessment (between 1.88 – 3.14) is probably due to a number of factors:

- Students enrolled in Art 301 - the first pre-professional course - have not yet been admitted to the SEPS Professional Program; and
- Students have had no previous courses with pedagogical content, including Planning Instruction and Curriculum.

While considerations could be made to replace the Thematic Unit of Instruction with a more simplified single multi-day lesson plan assignment, faculty should consider if this lessening of rigor would compromise and/or affect the level of excellence currently seen in the Art Education program. The Art 301 course is the location where expectations for the program are established and clearly articulated; it is also the course where students who may not be willing to accept the challenge and rigor of the program make decisions about alternative career choices.

The Secondary Media-Based Unit of Instruction is an Art 400 course-embedded assessment conducted last semester before student teaching. All of these students have been admitted into the SEPS Professional Program. The Mean Score range for the Media-Based Unit of Instruction assessment (between 2.00 – 3.39) is probably due to a number of factors:

- All students enrolled in Art 400 - the last course before student teaching - have been admitted to the SEPS Professional Program; and
- Students have had two previous semesters in which pedagogical course content included Planning Instruction and Curriculum.

All students completing the Fall 2011 and Spring 2012 Aesthetic/Critical Inquiry course-embedded Assessment scored "B+" or higher with a 2011-2012 Mean Score Average of 3.61. The Fall 2007 through Spring 2012 Mean Score range (between 2.89 – 3.86) is probably due to the following factors:

- Students enrolled in Art 491 have been admitted to the SEPS Professional Program; and
- Students have had one previous semesters in which pedagogical course content included Planning Instruction and Curriculum; and
- Since Implementation of the Assignment/Course-embedded Assessment takes place in a public school classroom, students are anxious to present themselves and outstanding work in a professional manner.

**Learning Outcome #5: - Reflexive Practitioner** - Art teacher candidates engage in self-evaluation and analysis of their field and teaching experiences to identify areas for personal growth.

The 2011-2012 Assessment Report is the first time in which Learning Outcome #5 has been addressed. With the help of Adjunct Professor, Judith Phelps, data were gathered from Spring 2008 through Spring 2012 and are now included in this report.

All students completing the Fall 2011 and Spring 2012 Art 401 course-embedded Reflection Essays Assignment/Assessment scored “C+” or higher with a 2011-2012 Mean Score Average of 3.45. The Mean Score range between Spring 2008 and Spring 2012 for this Assignment/Assessment (between 2.92 – 3.5) is probably due to a number of factors:

- All students enrolled in Art 401 – last semester practicum taken during student teaching - have been admitted to the SEPS Professional Program; and
- Since the Assignment/Course-embedded Assessment takes place during the time in which they’re student teaching in a public school classroom, students are anxious to present themselves in a professional manner.

Overall, Professor Phelps reported that the Elementary Reflection Essays were stronger and Secondary Reflection Essays were weaker. Past sample student writing samples are presented to clarify assessment/assignment, set expectations, and show how work is aligned with rubric performances/descriptors. The Reflection Essay Assessment Rubric is thoroughly discussed in Art 401 with clarifications provided for students by Prof. Phelps.

## Section 4: Use of Results

### Suggested Revisions to Learning Outcomes -

Learning Outcomes and means by which these outcomes are assessed is integrally linked. As currently presented, Learning Outcomes #1, #2, and #3 include verbs that are abstract and lack specificity or clarity. Revisions are needed to ensure that they more clearly articulate program expectations. Learning Outcomes #4 and #5 need revisions to better articulate specific expectations.

The Art Education faculty – both full and part-time – met in January 2012 to consider revisions for the B.S. in Art Education Learning Outcomes. Possible revisions presented in this meeting included, but were not limited to:

Learning Outcome #3: Pedagogy – Planning:

Teacher candidates will ~~demonstrate knowledge of a variety of teaching strategies by designing design~~ comprehensive, sequential ~~art~~ curriculum that ~~is developmentally appropriate~~. Incorporates a variety of teaching strategies and considers the development appropriateness of the K-12 student.

#### **Learning Outcome #4: Pedagogy – Applying:**

Teacher candidates use a variety of teaching [and assessment](#) strategies to promote [a high level of student understanding-conceptual learning](#) and artistic achievement during select field and student teaching experiences.

#### **Learning Outcome #5: Reflective Practitioner:**

Art teacher candidates engage in self-[evaluation reflection](#) and analysis of their field and teaching experiences to identify areas for personal growth.

Final proposed Learning Outcome revisions will be presented to the Art Curriculum Committee in Fall 2012 for consideration and vote.

### **Curricular and Programmatic Considerations or Adjustments**

#### **LO1: Art Making**

Although data shows that art education students are scoring high on Art-Making assessments, the art foundations curriculum needs to be continually reviewed to ensure that learning outcomes are being met. In particular, has the department adequately defined what students should know and be able to in after successful completing of the foundation courses? If so, how can we improve our communication of expectations and core competencies to students and to those appropriate colleges from where our transfer students come. Deficiencies in students' tonal drawing abilities signify that delivery and continuity of content across the foundational drawing courses needs to be reviewed. A careful review of the depth in which this content is being focused upon as well as the strategies used by faculty in the foundations drawing classes should continue, building upon previous departmental curriculum work of Professor Sean Gallagher.

#### **LO 3 and 4: Pedagogical Knowledge**

Each semester, benchmark student work (viz., Aesthetic/Critical Inquiry Activity and Thematic Units of Instruction) is gathered and used to review established grading standards. Performance descriptors are reviewed and revised, if needed, based on current student work. New benchmarks are collected which replace collected student work from the past.

Student teaching currently involves 8 weeks at the elementary and 8 weeks at the secondary level. Grades from EDSC 428 and EDSC 429 are not included in this report, but serve as the primary indicator of students' success in Learning Outcome #4: Pedagogy - Applying. Pre-Student teaching field experiences – ones in which students actually apply and use various teaching and assessment strategies – is limited, thus final grades for this capstone experience is important.

#### **LO 5: Reflective Practitioners**

While reflective papers and/or reports are incorporated into all art education courses, assessing the levels by which students are reflecting on their practice and field experiences is limited and needs to be expanded. As part of Art 401- Student Teaching Seminar, Professor Judy Phelps requires that student teachers complete two reflective papers – one from their elementary student teaching experience and a second one from their secondary student teaching. These course-embedded reflective essays now serve as a means by which Learning Outcome #5: Reflective Practitioner is measured.

Each semester, benchmark Art 401 student essays are gathered and used to review established grading standards. Rubric performance descriptors are reviewed and revised, if needed, based on current student work. New benchmarks are collected which replace collected student work from the past.

## **Section 5: General Education**

General Education courses are offered in the Department of Art and are included in the B.A. in Art Assessment report.

## Section 6 – Assessment Plan

The following Assessment Plan presents a beginning timeline with projected Assessment Activities and dates, anticipated curricular or programmatic adjustments, and procedural guidelines or needed approvals. This assessment plan serves as a beginning point and should serve as a guide for the B.S. in Art Education faculty.

	2012-2013	2013-2014	2014-2015	2015-2016
<b>Learning Outcome #1 – Art Making</b>				
<b>Assessment Activities</b>	<b>Sophomore-Level Art Portfolio Review</b> *Revise Scoring Documents to include newly established benchmark performance comments in Section 3: Tonal Drawings. (F12) *Develop an electronic scoring resource which contains a pull-down menu of performance rubric descriptors. (SP13) *Revision of 2-d and 3-d Portfolio artwork submission requirements. (SP13)	<b>Sophomore-Level Art Portfolio Review</b> *Revise Scoring Documents, as needed, to include newly established benchmark performance comments in all scoring sections. (On-Going) *Begin use of electronic scoring resource for data collection and reporting feedback to students. (F13)	<b>Sophomore-Level Art Portfolio Review</b> *Revise Scoring Documents, as needed, to include newly established benchmark performance comments (On-Going) *Post benchmark portfolio examples on CCSU Art Department website for student viewing. *Adjust electronic scoring resource for data collection and reporting feedback to students, as needed. (On-Going)	<b>Sophomore-Level Art Portfolio Review</b> *Revise Scoring Documents, as needed, to include newly established benchmark performance comments (On-Going) *Update CCSU Art Dept. website with benchmark portfolio examples. (On-Going) *Adjust electronic scoring resource for data collection and reporting feedback to students, as needed. (On-Going)
<b>Anticipated Date for Assessment Development and/or Implementation or Data Collection</b>	<b>Pre-Student Teaching Digital Art Portfolio Review (Art 403)</b> *Record data related to specific areas of strong student performance and areas for growth. (On-Going)			→
	*Review and Revise Rubric, as needed, based on student performance. (On-Going)			→
		<b>Praxis II: Art-Making Examination</b> *Consider revised reporting format for the new Praxis II Visual Arts examination data.		



	<b>Drawing Assessment – Tonal and Spatial Still-Life (Art 130: Drawing I)</b> *Develop course-embedded assessment task and scoring rubric for foundation-level Art 130: Drawing I course to measure Ss ability to reveal form through light source in a Tonal and Spatial Still-Life Drawing.	<b>Drawing Assessment – Tonal and Spatial Still-Life (Art 130: Drawing I)</b> *Implement course-embedded assessment task and scoring rubric for foundation-level Art 130: Drawing I course to measure Ss ability to reveal form through light source in a Tonal and Spatial Still-Life Drawing. *Collect and document benchmark performances.	<b>Drawing Assessment – Tonal and Spatial Still-Life (Art 130: Drawing I)</b> *Revise course-embedded assessment task and scoring rubric, as needed, for foundation-level Art 130: Drawing I course to measure Ss ability to reveal form through light source in a Tonal and Spatial Still-Life Drawing.	→
<b>Goal of Assessment Activities</b>	Continue assessment of B.S. in Art Education students Art-Marking focusing on the identification of student strengths and areas for continued growth. →			
<b>Curricular Adjustment or Improvements; Anticipated Year</b>	<b>Sophomore-Level Art Portfolio Review and Drawing Assessment</b> *Continued review of foundations-level curriculum to address students' learning needs, based on Portfolio Review.	→		
<b>Target Group</b>	B.S. in Art Education Students →			
<b>Procedural Guidelines or Approvals Needed</b>	<b>Drawing Assessment – Tonal and Spatial Still-Life (Art 130: Drawing I)</b> *Meeting with all adjunct and full-time faculty for input on the development of drawing assessment task and rubric language.	<b>Drawing Assessment – Tonal and Spatial Still-Life (Art 130: Drawing I)</b> *Work with all Art 130 adjunct and full-time faculty for implementation of course-embedded drawing assessment task and data collection.	<b>Drawing Assessment – Tonal and Spatial Still-Life (Art 130: Drawing I)</b> *Work with all Art 130 adjunct and full-time faculty for implementation and revision of course-embedded drawing assessment task and data collection, as needed. <b>(On-Going)</b>	→
<b>Learning Outcome #2 – Art in Context</b>	2012-2013	2013-2014	2014-2015	2015-2016
<b>Assessment Activities</b>		<b>Art History Course-Embedded Assessment Items</b> *Meeting with full-time faculty to discuss development of course-embedded art historical assessment test items and scoring options. <b>(F13 and SP14)</b>	<b>Art History Course-Embedded Assessment Items</b> *Implement course-embedded art historical assessment test items.	<b>Art History Course-Embedded Assessment Items</b> *Implement course-embedded art historical assessment test items. *Revise test items and scoring procedures, as needed, based on F14 and SP15
<b>Anticipated Date for Assessment Development and/or Implementation or Data Collection</b>				

		Praxis II: Art Content Knowledge Test *Consider revised reporting format for the new Praxis II Visual Arts examination data.		student performances.
Goal of Assessment Activities	Continue assessment of B.S. in Art Education students Art Historical knowledge, focusing on the identification of student strengths and areas for continued growth.			
Curricular Adjustment or Improvements; Anticipated Year	To Be Determined			
Target Group	B.S. in Art Education Students			→
Procedural Guidelines or Approvals Needed		Art History Course-Embedded Assessment Items  *Meeting with full-time faculty to discuss development of course-embedded art historical assessment test items and scoring options. (F13 and SP14)		
Learning Outcome #3 – Pedagogy: Planning	2012-2013	2013-2014	2014-2015	2015-2016
Assessment Activities	Development of an Elementary Thematic Unit of Instruction *Collect and record specific data related to areas of strong student performance and areas for growth. (F12 and SP13)  *Review and Revise Scoring Rubric, as needed, based on student performance.  (On-Going)			→
Anticipated Date for Assessment Development and/or Implementation or Data Collection	Development of a Secondary Media-Based Unit of Instruction *Collect and record specific data related to areas of strong student performance and areas for growth. (F12 and SP13)  *Review and Revise Scoring Rubric, as needed, based on student performance.  (On-Going)			→

Goal of Assessment Activities	Continue assessment of B.S. in Art Education students' ability to Plan Art Education Instruction, focusing on the identification of student strengths and areas for continued growth.			
Curricular Adjustment or Improvements; Anticipated Year	Development of an Elementary Thematic Unit of Instruction *Adjust Art 301 presentation of "Planning Instruction: Thematic Units" content, focusing upon identification of student weaknesses from F12. (SP13)			→
	Development of a Secondary Media-Based Unit of Instruction *Adjust Art 400 presentation of "Planning Instruction: Media-Based Units" content, focusing upon identification of student weaknesses from F12. (SP13)			→
Target Group	B.S. in Art Education Students			→
Procedural Guidelines or Approvals Needed	Continued review of Performance Benchmarks and Assessment Rubrics by Art Education Faculty (On-Going)			→
Learning Outcome #4 – Pedagogy: Applying	2012-2013	2013-2014	2014-2015	2015-2016
Assessment Activities  Anticipated Date for Assessment Development and/or Implementation or Data Collection	Development and Implementation of a Secondary Classroom Aesthetic/Critical Inquiry Activity (Art 491 Course-embedded assessment) *Collect and record specific data related to areas of strong student performance and areas for growth. (On-Going)  *Review and Revise Scoring Sheet, as needed, based on student performance.  (On-Going)	Development and Implementation of a Secondary Classroom Aesthetic/Critical Inquiry Activity (Art 491 Course-embedded assessment)  *Develop new assessment rubric to include descriptive, performance-based language, based on student performance in Art 491. (F13-SP14)	Development and Implementation of a Secondary Classroom Aesthetic/Critical Inquiry Activity (Art 491 Course-embedded assessment)  *Implement use of newly-developed rubric for assessment task. (On-Going)	→
				→

	<b>Student Teaching Evaluation Data related to Teaching</b>  *Collect, organize and report F12 Student Teaching Data from University Supervisors' EDSC 428 and EDSC 429 Student Teaching Evaluations. (SP13)	<b>Student Teaching Evaluation Data Related to Teaching</b>  *Collect, organize and report F12 Student Teaching Data from University Supervisors' EDSC 428 and EDSC 429 Student Teaching Evaluations. (On-Going)		
<b>Goal of Assessment Activities</b>	Continue assessment of B.S. in Art Education students' ability to Apply Pedagogical Art Education Knowledge, focusing on the identification of student strengths and areas for continued growth.			
<b>Curricular Adjustment or Improvements; Anticipated Year</b>	To be determined			
<b>Target Group</b>	B.S. in Art Education Students			
<b>Procedural Guidelines or Approvals Needed</b>	<b>Student Teaching Evaluation Data related to Instruction</b>  *Meet and Work with University Art Student Teaching Supervisors to gather Section III: Instruction data from EDSC 428 and EDSC 429 evaluations. (Begin F12)	<b>Student Teaching Evaluation Data related to Instruction</b>  *Gather Section III: Instruction data from EDSC 428 and EDSC 429 evaluations. (On-Going)		
<b>Learning Outcome #5- Reflexive Practitioner</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Assessment Activities</b>	<b>Elementary and Secondary Student Teaching Reflection Essays</b> *Collect and record specific data related to areas of strong student performance and areas for growth. (F12 and SP13)  *Review and Revise Scoring Rubric, as needed, based on student performance. (On-Going)			
<b>Anticipated Date for Assessment Development and/or Implementation or Data Collection</b>	<b>Elementary and Secondary Student Teaching Reflection Essays</b> *Separate Elementary and Secondary Essay Mean Scores to better articulate Elementary and Secondary Performances, respectively.			

	(SP13) <b>Student Teaching Evaluation Data related to Self-Evaluation and Reflection</b>  *Collect, organize and report F12 Student Teaching Data from Section VIII of the University Supervisors' EDSC 428 and EDSC 429 Student Teaching Evaluations. (SP13)	<b>Student Teaching Evaluation Data Related to Self-Evaluation and Reflection</b>  *Collect, organize and report F12 Student Teaching Data from Section VIII of the University Supervisors' EDSC 428 and EDSC 429 Student Teaching Evaluations. (On-Going)		
<b>Goal of Assessment Activities</b>	Continue assessment of B.S. in Art Education students' ability to reflect upon and evaluate their teaching practice, focusing on the identification of student strengths and areas for continued growth.			
<b>Curricular Adjustment or Improvements; Anticipated Year</b>	To be determined			
<b>Target Group</b>	B.S. in Art Education Students (Last semester Student Teachers)			
<b>Procedural Guidelines or Approvals Needed</b>	<b>Student Teaching Evaluation Data related to Self-Evaluation and Reflection</b>  *Meet and Work with University Art Student Teaching Supervisors to gather Section VIII: Self-Evaluation and Reflection data from EDSC 428 and EDSC 429 evaluations. (Begin F12)	<b>Student Teaching Evaluation Data related to Self-Evaluation and Reflection</b>  *Gather Section VIII: Self-Evaluation and Reflection data from EDSC 428 and EDSC 429 evaluations. (On-Going)		

# APPENDIX

Learning Outcome #1 – Content: Art Making

Method A: SOPHOMORE-LEVEL FOUNDATIONS PORTFOLIO REVIEW RUBRIC

*\*Special thanks to Dr. Cora Marshall and Lisa Goldreich, Art University Assistant, for compiling the Art Department Sophomore-Level Art Portfolio Review Findings.*

**1. Drawings and/or Paintings:** Student submitted (2) still-life, (1) landscape and (1) architecture (indoor or outdoor) drawings and/or paintings that accurately creates the illusion of 3D space on a 2D picture plane using relative scale, position, over and under-lapping, diagonals, foreshortening, fore/middle/background, atmospheric and linear perspective:

- (4) Pass:** Student exceeded expectations. Demonstrated mastery of spatial concepts.
- (3) Pass:** Student accurately created the illusion of 3D by incorporating most of the listed criteria.
- (2) Pass:** Student barely met the requirements for his section of the review (check or circle all that applies)
  - Student submitted limited works that demonstrated the required knowledge and/or skill.
  - Student was somewhat inconsistent but demonstrated enough knowledge to pass this section of the review. Area(s) that need improvement are:

Other comment(s):

**2. FAIL:** Student is very inconsistent and/or did not demonstrate an understanding of how to accurately create the illusion of 3D space on a 2D picture plane.

- Most of the required work was not rendered from life.
- Student is inconsistent and/or did not demonstrate knowledge of how to apply the following: (check or circle all that applies)

- |  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> relative scale    | <input type="checkbox"/> diagonals      | <input type="checkbox"/> atmospheric perspective | <input type="checkbox"/> overlapping and under-lapping       |
| <input type="checkbox"/> relative position | <input type="checkbox"/> foreshortening | <input type="checkbox"/> linear perspective      | <input type="checkbox"/> foreground-middle-ground-background |

Other comment(s):

---

**2. Elements and Principles of Design:** Student has at least four (4) works (2D and/or 3D) that demonstrate knowledge and translation of applying the principles of design when organizing the elements of art.

- (4) Pass:** Student exceeded expectations. Exemplary use of elements and principles to create a strong composition.

- (3) Pass:** Student demonstrates an average to good knowledge and translation of applying the principles of design when organizing the elements of art.
- (2) Pass** Student barely met the requirements for his section of the review (check or circle all that applies)
  - Student submitted limited works that demonstrated required knowledge and/or skill.
  - Student is somewhat inconsistent but demonstrates enough knowledge to pass this section of the review. Area(s) that need improvement are:

Other comment(s):

- FAIL:** Student did not meet requirements and did not demonstrate knowledge and/or translation of the principles when organizing the elements of art. (check or circle all that applies)
  - Submitted work does not or only minimally illustrates the student's understanding of elements of art and principles of design.
  - Student does not appear to purposefully incorporate design elements or organizational principles in an appropriate way.

Other comment(s):

---

**3. Tonal drawings:** Student has at least two (2) tonal drawings in pencil, charcoal, and/or ink that depict figure, landscape, or still life. Rendering of tonal **drawing in pencil, ink, or charcoal [required]** or color works of art [optional] clearly describes the illusion of light defining 3D volume.

- (4) Pass:** Student exceeded expectations. The student demonstrates significant knowledge and understanding of spatial relationships. The student has consistently used tonal relationships to describe the accurate depiction of light source on form and tonal shapes are used to create an open figure/ground relationship.
- (3) Pass:** Student demonstrates an average to good knowledge of applying tonal value to establish spatial relationships. The student has used tonal relationships to describe the accurate depiction of light source on form and tonal shapes are used to create an open figure/ground relationship in most instances.
- (2) Pass:** Student barely met the requirements for his section of the review (check or circle all that applies)
  - Student submitted limited works that demonstrated required knowledge and/or skill.
  - Student is somewhat inconsistent but demonstrates enough knowledge to pass this section of the review. Area(s) that need improvement are:

Other comment(s):

- FAIL:** Student did not meet requirements. Work submitted did not demonstrate the following. (check or circle all that applies)
  - The ability to accurately render from life.
  - An understanding of the use of tonal value in establishing spatial relationships. Work shows limited range of gradation from black to white or in a single color from the darkest shade to lightest tint

- An understanding of how the illusion of light can be used to define 3D volume. Areas of weakness include the use of the following. (circle all that applies)
  - No consistent direction of light
  - Missing or inconsistent use of highlights and/or reflected light
  - Missing or inconsistent application of cast shadows

Other comment(s):

**Craftsmanship:** Students' work must demonstrate foundation level craftsmanship and skill in the chosen media and processes with regards to technical skills, competent control, awareness of material capabilities and/or limits; (b) quality of the finished work (net, clean, attentive to details, well crafted).

- (4) Pass:** Craftsmanship is excellent. Portfolio presentation is clean and neat. Great care is shown and work is presented in a professional manner, serving as a model for others.
- (3) Pass:** Craftsmanship is good. Acceptable level of care is shown.
- (2) Pass:** Student barely met the requirements for his section of the review (check or circle all that applies)
  - Most, but not all of the work submitted, is clean and neat. An acceptable level of care is shown.
  - Overall, work is presented in an acceptable manner.
  - The work selected for the portfolio demonstrates only limited technical skills, competent control, awareness of material capabilities and/or limits.

Other comment(s):

- FAIL:** Student did not meet expectations in the following areas (circle or check all that applies).
  - Work selected for the portfolio does not demonstrate technical skills, competent control, awareness of material capabilities and/or limits.
  - Quality of the finished work (neat, clean, attentive to details, well crafted) is lacking. Work shows little care, evidence of sloppiness and/or lack of attention to work.
  - Craftsmanship is unacceptable, resulting in an unprofessional presentation.
  - Work is inappropriate for use in portfolio presentation.



**Method B: Pre-Student Teaching Digital Art Portfolio Review (Assessment Conducted in Art 403: Art Ed. and Technology)**

**Learning Outcome #1 - Content: Art Making**

After Fall 2010 and Spring 2011 benchmarking sessions in which art education digital portfolios were reviewed, the following rubric was developed. Performance descriptions were recorded during the benchmarking sessions and were subsequently used to establish *Exemplary*, *Meets Standards* and *Does Not Meet Standards* assessment rubric performance statements. Assessment criteria were established in the following areas:

- **Perceptual (Formal):** Ability to translate formal qualities in work
- **Conceptual:** Ability to translate ideas through media and form
- **Technical:** Ability to exhibit control of selected art media with some confidence and expertise
- **Technical/Digital Quality of Portfolio Presentation**

**Digital Art Portfolio Review Assessment Rubric**

	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Does Not Meet Standard (Fail)</b>
<b>Perceptual (Formal)</b>			
Ability to translate formal qualities in work (i.e., SPACE, COLOR, VALUE, FORM/SHAPE, FIGURE/ GROUND, ABSTRACTORGANIZATION/COMPOSITION)	Work exhibits advanced understanding and use of the elements and principles of design, resulting in well-unified compositions. Exemplary use of formal qualities is inventive and compelling.	Work exhibits sufficient understanding and use of the elements and principles of design, resulting in unified compositions.	Work minimally exhibits an understanding of the elements and principles of design. Compositions show minimal consideration to the formal qualities within its boundaries/picture plane.
<b>Conceptual</b>			
Ability to translate ideas through media and form (i.e., Emotional, expressive qualities)	Work exhibits clear evidence of consistent personal voice which shows its character as expressive and/or intuitive, with an underpinning of intellectual, conceptual considerations	Work exhibits evidence of the emergence of a personal voice which shows its character as expressive and/or intuitive, with some evidence of intellectual and conceptual considerations derived	Work minimally indicates a personal direction beyond the foundation level. Work is inconsistent with few connections that can be made to link artwork in the portfolio.

	derived from references- personal, socio-political and/or art historical/cultural.	from references- personal, socio- political, and/or art historical/cultural.	
<b>Technical</b>			
Ability to exhibit control of selected media with some confidence and expertise	Work exhibits excellent craftsmanship (attentive to details, well crafted) and mastery of technical skills, innovative control of materials and an awareness of media capabilities.	Work exhibits good craftsmanship (attentive to details, well crafted) and competent technical skills, control of materials and an awareness of media capabilities.	Work exhibits poor craftsmanship with weak technical skills, minimum control of materials, and/or lack of awareness for media capabilities.
<b>Technical/Digital Quality of Presentation</b>	Portfolio content exceeds expectations of prescribed presentation format for all required digital works. Disc is easy to navigate and organized. Documents are error-free with high-quality images presented. The professional presentation of work serves as a model for others.	Portfolio content includes digital images, slide show, and/or video works which meets prescribed presentation format. Disc is easy to navigate, readable, and is connected to annotated bibliography. Portfolio images are easy to see and are presented in an acceptable manner, ready for inclusion in one's art education teacher portfolio.	Portfolio content, including digital images, slide show, and/or video works, minimally meets expectations of prescribed presentation format. Disc is difficult to navigate and images are of poor quality, making them difficult to see. Connections with the annotated bibliography may not be clearly evident. The unprofessional presentation requires revisions and is not recommended for inclusion in one's art education teacher portfolio.

**Learning Outcome #3 – Pedagogy: Planning – Teacher candidates will demonstrate knowledge of a variety of teaching strategies by designing comprehensive, sequential curriculum that is developmentally appropriate.**

**Assessment: Development of an Elementary Thematic Unit of Instruction Scoring Rubric**

<p><b>I.1 Describe the conceptual structure and focus of the unit.</b></p>	<p>The unit focused on facts and procedural tasks. The unit is structured so that students will have limited learning opportunities in both creating and responding.</p>	<p>The unit was designed around generally sequenced learning objectives. The objectives were primarily procedural, but will provide some conceptual learning opportunities in creating and responding.</p>	<p>The unit was designed around sequenced learning objectives that offered an appropriate balance and/or integration of procedural and conceptual learning opportunities in creating and responding.</p>	<p>The unit was designed around sequenced learning objectives that offered an appropriate balance and/or integration of procedural and conceptual learning as well as opportunities for students to investigate art through creating and responding opportunities.</p>
<p>Instructor Notes Here</p>				
<p><b>I.2 Describe how the lessons how the lessons are sequenced.</b></p>	<p>The unit was designed around loosely sequenced learning objectives and did not consider prior knowledge of students.</p>	<p>The unit was designed around generally sequenced learning objectives that minimally considered prior knowledge of students.</p>	<p>The unit was designed around sequenced learning objectives that considered prior knowledge of students.</p>	<p>The unit was clearly designed around sequenced learning objectives that built upon students' prior knowledge to ensure student achievement.</p>
<p>Instructor Notes Here</p>				

<p><b>I.3 Describe the selection of art, artifacts, and other resources to support learning.</b></p>	<p>a. The selection of art, artifacts, and resources is limited and loosely aligned with learning objectives.  b. The selection of art, artifacts and/or resources is aligned with learning objectives, but proposed use is superficial in nature (i.e., illustrative purposes only).</p>	<p>The selection of art, artifacts, and resources is generally aligned with learning objectives and historical/cultural perspectives are introduced and/or artistic options offered.</p>	<p>The selection of art, artifacts, and resources is varied, aligned with learning objectives, and is planned to be used to effectively promote students' understanding of art historical/cultural concepts and/or artistic options.</p>	<p>The selection of art, artifacts, and resources is varied, aligned with learning objectives, and is planned to be used to engage students in considering multiple perspectives about historical/cultural art information and individual artistic options.</p>
<p>Instructor Notes here</p>				
<p><b>I.4 Describe the instructional plans that the teacher proposes to use to promote student engagement in the creating process.</b></p>	<p>Plans offer students with minimal choices for subject matter and/or media options during the creating process.</p>	<p>Plans offer students with some choice of subject matter, and media and technique options during the creating process.</p>	<p>Plans offer students with a variety of choices for subject matter, and media and technique options during the creating process.</p>	<p>Plans challenge students to incorporate a variety of subject matter, visual images, and/or media and technique options throughout the creating process to make artistic decisions, think critically, solve problems and challenge students artistically.</p>
<p>Instructor Notes Here</p>				

<p><b>I.5 Describe how the teacher selects developmentally appropriate art media and techniques.</b></p>	<p>a. Art media and techniques are generally safe, but may be developmentally inappropriate for students. The teacher plans directions and explanations about art media that are vague and unclear.</p> <p>b. Media and techniques are generally safe, but a pattern of inaccuracies and/or omissions of core content are evident throughout the unit.</p>	<p>Art media and techniques are safe and developmentally appropriate for students. The teacher's lessons illustrate a communication of clear explanations about art media characteristics and processes to support objectives.</p>	<p>The teacher's plans include safe art media, tools, and techniques that are developmentally appropriate for students. The teacher's plans illustrate clear directions, explanations and options about art media that will support student learning.</p>	
<p>Instructor Notes Here</p>				
<p><b>I.7 Describe how the teacher provides opportunities for monitoring, adjusting and providing feedback to students.</b></p>	<p>Lessons included limited plans for monitoring students during studio, providing feedback, or adjusting instruction.</p>	<p>Lessons included some plans for monitoring students during studio, providing feedback, and/or adjusting instruction.</p>	<p>Lessons included plans for monitoring students during studio, providing feedback, and adjusting instruction.</p>	
<p>Instructor Notes Here</p>				

<b>I. 8 Describe the presentation of the thematic unit.</b>	The student showed below average craftsmanship with lack of pride in finished work.	The presentation exhibited adequate craftsmanship, but a bit careless.	The presentation was professional, but lacked the finishing touches and details.	Presentation was professional, exhibited attention to detail, and the presentation serves as a model for others.
<b>I.9 Describe the student's clear command of the English language.</b>	Inaccuracies and inconsistent use of punctuation, capitalization, and spelling errors evident.	Minor errors in grammar, spelling, and/or punctuation were evident in the document.	Punctuation, capitalization, and spelling are correct. Uses standard English with sentence structures that are appropriate to college level.	

**THEMATIC UNIT INCLUDES:**

- ❑ **Cover Page**
- ❑ 3-4 Lessons that follow the CCSU Lesson Plan Form
- ❑ 2 or more works of art, artifacts, and/or objects
- ❑ **Supplemental Resources**

**Learning Outcome #4 – Pedagogy: Applying – Teacher candidates use a variety of teaching strategies to promote a high level of student understanding and artistic achievement during select field and student teaching experiences.**

**Assignment/Assessment: Development and Implementation of a Secondary Classroom Aesthetic/Critical Inquiry Activity  
Assessment Sheet (Conducted in Art 491)**

**Art 491: Aesthetic and Critical Dialogue About Art - Developing an Aesthetic/Critical Inquiry Game**

Criteria	1	2	3	4	Comments
Provides opportunities for students to develop an understanding of a work of art, artifact, and/or object or address a related aesthetic issue.					
Promotes conceptual learning (vs. procedural activities)					
Emphasizes an inquiry-based format					
Activity(ies) create interest and encourage individual thoughts and alternative points of view from students.					
Activity(ies) clearly identify and maintain focus on the primary aesthetic/critical topic					
Activity(ies) provide opportunities for the teacher to validate students' ideas and responses.					
Utilizes a small-group activity format in which all students have an opportunity to play a significant part in the game.					
Is developmentally appropriate for the intended grade-level					
Includes introductory scenario, factual information, comments, etc. that prepares students for the aesthetic/critical topic					

Directions presented are clear and easy to understand					
Activity(ies) are presented in a professional manner with attention to detail. Quantity of individual activity packets is sufficient for numbers of students in the class. (Minimum of 4 to be presented.)					
Quality of images - Activity materials (images) were sufficient enough to allow students to effectively complete objectives of the game. Image size allowed students to fully participate in game.					



**Learning Outcome #5 – Reflexive Practitioner – Art teacher candidates engage in self-evaluation and analysis of their field and teaching experiences to identify areas for personal growth.**

**Assignment/Assessment: Elementary and Secondary Student Teaching Reflection Journal Essay Rubric**

Art 401 Rubric for Student Teaching Reflection Essay

A = Reflection focused on **direct connections** between the teacher’s actions/strategies and what and how the students learned, and stated **specific details** from the specific teaching experience to support conclusions. The reflection focused on students’ **understanding of concepts**.

B = Reflection focused on connections between teaching strategies and student learning, and stated **some general and specific details** from the teaching experience to support conclusions. The reflection focused on **learning techniques and/or concepts**.

C = Reflection focused on **general connections** between teaching procedures and student learning, and made **general descriptions** about conclusions without specific details from the teaching experience to support conclusions. The reflection focused on **general learning, completion of tasks and/or behavior**.

D = Reflection made only **vague connections** between teaching procedures and student learning **without specific details** from the teaching experience about procedures or conclusions.

F = Reflection **did not make connections** between teaching and resulting student learning and focused primarily on **recounting and describing what happened to the teacher and/or general impressions/opinions** of the teacher about the teaching environment.