

# Department of Art

## Annual Assessment Report

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

Submitted by: Dr. Cassandra Broadus-Garcia

2012 – 2013

### 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.

### Highlights

#### Most Significant Changes from 2012-2013

- Changes to Learning Outcomes #3, #4, and #5, incorporating performance descriptions that are observable and assessable.
- ETS Praxis II testing changes from three exams (Tests 0131, 0132, 0133) to one single exam (Test 0135).
- Additional data reported from Spring 2013 new (Pilot) Final Art Student Teaching Evaluations (LO#3 Pedagogy: Planning; LO#4 Pedagogy: Applying; LO#5 Reflective Practitioner)

#### Summary of How AAC Feedback Was Used

- Single recommendation for minor semantic changes to Learning Outcomes #4 and #5 was incorporated and updated on Department of Art website.

#### Section I: Learning Outcomes – ([http://www.art.ccsu.edu/learning\\_outcomes\\_1.htm](http://www.art.ccsu.edu/learning_outcomes_1.htm))

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** – Art teacher candidates will design comprehensive, sequential art curriculum that incorporates a variety of teaching strategies and considers the developmental appropriateness of K-12 students.
4. **Pedagogy: Applying** - Art teacher candidates will use a variety of teaching and assessment strategies to promote students' conceptual learning and artistic achievement during select field and student teaching experiences.
5. **Reflective Practitioner** - Art teacher candidates will engage in self-reflection 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***

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**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. Foundations-Level Art Portfolio Review
- B. Pre-Student Teaching Digital Art Portfolio Review (Conducted in Art 403: Art Education and Technology)
- C. Praxis II: Content and Analysis (Test 0135) Results (2011-2012)
- D. Praxis II: Art Making (Test 0131) Results (2004-2011)

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**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:**

- A. Praxis II: Art Content Knowledge (Test 0133)

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**Learning Outcome #3 – Pedagogy: Planning – Art teacher candidates will design comprehensive, sequential art curriculum that incorporates a variety of teaching strategies and considers the developmental appropriateness of K-12 students.**

**LO3 Assessment Methods/Tasks:**

- A. Development of an Elementary Thematic Unit of Instruction (Art 301 Course-Embedded Assessment)
- B. Development of a Secondary Media-Based Unit of Instruction (Art 400 Course-Embedded Assessment)
- C. Final Art Student Teaching Evaluation, Spring 2013 – Section II: Planning (Criteria 7-11)

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**Learning Outcome #4 – Pedagogy: Applying – Art teacher candidates will use a variety of teaching and assessment strategies to promote students' conceptual learning and artistic achievement during select field and student teaching experiences.**

**LO4 Assessment Method/Task:**

- A. Development and Implementation of a Secondary Classroom Aesthetic/Critical Inquiry Activity (Art 491 Course-embedded assessment)
- B. Final Art Student Teaching Evaluation, Spring 2013 – Section III: Instructions (Criteria 12-21) and Section IV: Assessing for Learning (Criteria 19-22)

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

**LO5 Assessment Method/Tasks:**

- A: Final Art Student Teaching Evaluation, Spring 2013 – Section VIII: Self-Evaluation and Reflection (Criteria 31-33)
  - B: Elementary and Secondary Art Student Teaching Reflection Journal Essays (Art 401 Course-Embedded Assessment)
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## 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

#### LO#1 Assessment Methods/Tasks:

- A. Foundations-Level Art Portfolio Review
- B. Pre-Student Teaching Digital Art Portfolio Review (Conducted in Art 403: Art Education and Technology)
- C. Praxis II: Content and Analysis (Test 0135) Results (2011-2012)  
Praxis II: Art Making (Test 0131) Results (2004-2011)

#### Method A: Foundations-Level 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 1 for Portfolio Review Scoring Rubric.)

**Findings Overview: Foundations Level Art Portfolio Review 2012 – 2013** *\*Special thanks to Lisa Goldreich, Art Department University Assistant, for compiling the Art Department Foundations-Level Art Portfolio Review findings.*

Out of the 19 portfolios submitted in the 2012 – 2013 academic year, 63% passed (n=12) and 37% did not (n=7). While the 2011-2012 students had the most difficulty with Section 3: Tonal Drawings, Section 1: Spatial Relationships posed to be the most problematic this year. See complete Foundations-Level Art Portfolio Review findings below.

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

Academic year 2012-2013					
Semester	Total	Pass	Fail	%Pass	%Fail
Spring 2013	13	9	4	69%	31%
Fall 2012	6	3	3	50%	50%
<b>TOTAL</b>	<b>19</b>	<b>12</b>	<b>7</b>	<b>63%</b>	<b>37%</b>

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 2012-2013.**

Of the 5\* students who failed:

		<b>SECTION FAILED</b>	<b>% of TOTAL STUDENTS (1)</b>
<b>Section 1</b>	<b>Spatial Relation</b>	<b>5</b>	<b>71%</b>
Section 2	Elem/Principles	3	43%
Section 3	Tonal Values	3	43%
Section 4	Craftsmanship	0	0%

\*Two student portfolios were incomplete and not reviewed

Portfolio Review Analysis of **FAIL** Portfolios of BSED Students with **Transfer Credits 2012 - 13**

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 2012	3	2	1	67%	33%
Spring 2013	2	1	1	50%	50%
<b>TOTAL</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>67%</b>	<b>33%</b>

Portfolio Review Analysis of **PASS** Portfolios of BSED Students with **Transfer Credits 2012 – 2013**

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 2012	3	1	2	33%	67%
Spring 2013	9	4	5	44%	56%
<b>TOTAL</b>	<b>12</b>	<b>5</b>	<b>7</b>	<b>42%</b>	<b>58%</b>

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>

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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.

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

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

**Description:**

The CCSU Pre-Student Teaching Art Education Digital Portfolio Review was originally 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 1 for Digital Art Portfolio Review assessment rubrics.

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.

Semester (N=Number of Enrolled Students)	Pre-Student Teaching Digital Art Portfolio Review Assignment/Assessment Scores								
	Mean Score	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 2013 (n=11)	<b>2.55</b>	0	1	1	7	2	0	0	0
Fall 2012 (n=8)	<b>2.31</b>	0	0	1	4	2	1	0	0
Spring 2012 (n = 11)	<b>3.18</b>	4	1	2	3	1			
Fall 2011 (n = 12)	<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 Test #0131: Art Making (2004-2011) and Praxis II Test #0135: Content and Analysis (2011-2012)**

**Description:** Praxis II Art Content tests, administered through ETS, are required of all B.S. and Art Education Certification Graduate students who are applying for CSDE Visual Arts Certification and is typically taken the semester before their final student teaching semester. Since Sept. 1, 2011 Praxis II (0135) Content and Analysis test replaced Tests 0131, 0132, and 0133. The CSDE 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 as long as they applied for certification by the end of June 2012.

The new **Praxis II Art: Content and Analysis (Test 0135)** measures whether entry-level art teachers have the standards-relevant knowledge, skills, and abilities deemed necessary for beginning professional practice. The test is intended primarily for individuals completing teacher training programs who plan to become art teachers. The test questions focus on Content and concepts that are considered central to the study of art, measuring knowledge of art making, and the historical and theoretical foundations of art. [See Appendix 1 for detailed data charts from 2011-2012 Praxis II (Test 0135) test. Note: Results from 2012-2013 test was not available at the time of this report.]

The previous **Praxis II: Art Making exam (Test 0131)**, was taken in two separate sections, covered techniques and elements used in the making of art:

- (1) Working Knowledge of Basic Art Concepts and Techniques of Art Making – Examinees demonstrated 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 included drawing, painting, printmaking, sculpture, ceramics, crafts, technology/media, and principles and elements of design. Each type of art was demonstrated using any appropriate tools, materials, and techniques. The examinee may have been asked to either describe the process of an art form or to physically apply their knowledge.
- (2) Documentation of Personal Art Making - Examinees were required to bring four color copies of four different personal works of art in different media. Examinees described in two essays the process and techniques used in making two of the art pieces. The essays had to 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.

[See Appendix 1 for detailed data charts from 2004-2010 Praxis II (Test 0131) tests.]

**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**

**LO#2 Assessment Method: Praxis II: Content and Analysis (Test 0135) 2011-2012 and Art Content Knowledge (Test 0133) 2004-2011**

**Description:** The new **Praxis II Art: Content and Analysis (Test 0135)**, as discussed earlier, includes test questions which focus on students' knowledge of art making (LO#1); another of the test categories measures their historical and theoretical foundations of art knowledge - the focus of LO#2. [See Appendix 1 for detailed data charts from 2011-2012 Praxis II (Test 0135) test. Results from 2012-2013 test was not available at the time of this report.]

**Praxis II Art: Content Knowledge (Test 0133)** was a multiple-choice test that focused on those concepts considered central to the subject matter of art. The test, administered through ETS, measured 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. [See Appendix 2 for detailed data charts from 2004-2011 Praxis II Art Content Knowledge (Test 0133) test.]

**Learning Outcome #3 - Pedagogy: Planning** – Art teacher candidates will design comprehensive, sequential art curriculum that incorporates a variety of teaching strategies and considers the developmental appropriateness of K-12 students.

**Assessment Methods, Description, and Findings**

**LO#3 Assessment Methods/Tasks:**

- A: Development of an Elementary Thematic Unit of Instruction**
- B: Development of a Secondary Media-Based Unit of Instruction**
- C: Final Student Teaching Evaluation – Planning Section (Criteria 7-11)**

**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 3 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.

**Elementary Thematic 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 2013 (n=9)	2.77		2	2	1	2	1	0	0	1
Fall 2012 (n=9)	2.77	100%	2	2	0	2	2	0	1	0
Spring 2012 (n=7)	3.14	100%	3	1	1	1	0	0	1	0
Fall 2011	2.96	100%	2	5	1	3	2	1	0	0

(n = 14)										
Spring 2011	2.44	100%	1	1	0	3	1	1	1	0
(n = 8)										
Fall 2010	2.4	85%	3	5	1	3	2	2	1	3
(n = 20)										
Spring 2010	1.92	78%	4	0	2	3	2	1	2	4
(n = 18)										
Fall 2009	2.67	100%	2	3	2	3	2	2	1	0
(n=15)										
Spring 2009	Art 301 was not offered.									
(n = 0)										
Fall 2008	2.44	87%	2	2	3	3	3	1	0	2
(n = 16)										
Spring 2008	1.88	85%	2	0	2	1	2	0	4	2
(n = 13)										
Fall 2007	2.92	95%	5	5	2	2	3	0	1	1
(n = 19)										

**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 3 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 were organized.

**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)	Fail: C- or below (0.0)
Spring 2013 (n= 10)	3.05	100%	4	1	1	2	1	0	1	0
Fall 2012 (n=10)	3.05	100%	4	0	1	4	0	1	0	0
Spring 2012 (n = 9)	2.6	89%	2	1	0	4	0	1	0	1
Fall 2011 (n = 16)	2.69	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	3.39	100%	5	1	0	0	2	2	0	0

(n = 9) Fall 2007	<b>3.11</b>	<b>86%</b>	8	1	1	2	0	0	0	2
(n = 14) Spring 2007	<b>2.89</b>	<b>93%</b>	5	2	3	0	1	1	1	1
(n = 14) Fall 2006	<b>3.12</b>	<b>100%</b>	3	2	4	3	1	0	0	0
(n = 13) Spring 2006	<b>3.03</b>	<b>100%</b>	5	3	2	2	1	0	2	0
(n = 15) Fall 2005	<b>2.86</b>	<b>94%</b>	4	4	1	3	2	0	3	1
(n = 18)										

**\*Data not available.**

#### Method C: Final Student Teaching Evaluation – Planning Section II (Criteria 7-11)

**Description:** Student teaching evaluations document the performance of teacher candidates at the “capstone” semester – their final teaching experience. Final student teaching evaluations are conducted collaboratively between the cooperating teacher, university supervisor and student teacher after the completion of eight weeks at the elementary level (EDSC 428) and eight weeks at the secondary level (EDSC 429). Section II of the Final Student Teaching Evaluation measures a student’s ability to plan instruction, thus aligned with LO#3. Evaluation instruments were revised in 2012 to move from a three-point to a four-point performance scale and then implemented on a pilot basis. The four-point scale was piloted Spring 2013 in Art by Professor Judith Phelps. Other art university supervisors used the old three-point scale evaluation instrument and those data are not included in this report. (See Appendix 3 for detailed data charts from Spring 2013 Final Art Student Teaching Evaluations.)

**Learning Outcome #4 – Pedagogy: Applying - Art teacher candidates will use a variety of teaching and assessment strategies to promote students’ conceptual learning and artistic achievement during select field and student teaching experiences.**

**Assessment Methods, Description, and Findings**

**LO#4 Assessment Methods/Tasks:**

- A. Development and Implementation of a Secondary Classroom Aesthetic/Critical Inquiry Activity (Art 491 Course-embedded assessment)**
- B. Final Student Teaching Evaluation – Section III: Instructions (Criteria 12-18) and Section IV: Assessing for Learning (Criteria 19-21)**

**Method A: Development and Implementation of a Secondary Classroom Aesthetic/Critical Inquiry Activity**

**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 491 course.

**Secondary Classroom Aesthetic/Critical Inquiry Activity 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 2013 (n=5)	3.7		2	3	0	0	0	0	0	0
Fall 2012 (n=11)	3.5		6	2	1	1	1	0	0	0
Spring 2012	3.5	100%	2	4	2	0	0	0	0	0

(n = 8)											
Fall 2011	3.72	100%	5	3	1	0	0	0	0	0	0
(n = 9)											
Spring 2011	3.19	100%	2	9	2	4	1	0	0	0	0
(n = 18)											
Fall 2010	2.89	89%	2	3	1	1	1	0	0	0	1
(n = 9)											
Spring 2010	3.57	100%	8	3	3	0	1	0	0	0	0
(n = 15)											
Fall 2009	Art 491 was not offered.										
(n = 0)											
Spring 2009	3.46	100%	3	6	2	1	0	0	0	0	0
(n = 12)											
Fall 2008	3.33	100%	3	3	1	1	1	0	0	0	0
(n = 9)											
Spring 2008	3.48	100%	8	8	0	3	1	0	0	0	0
(n = 20)											
Fall 2007	3.86	100%	12	1	0	1	0	0	0	0	0
(n = 14)											

**Method B: Final Student Teaching Evaluation – Section III: Instructions (Criteria 12-18) and Section IV: Assessing for Learning (Criteria 19-21)**

**Description:** Student teaching evaluations document the performance of teacher candidates at the “capstone” semester – their final teaching experience. Final student teaching evaluations are conducted collaboratively between the cooperating teacher, university supervisor and student teacher after the completion of eight weeks at the elementary level (EDSC 428) and eight weeks at the secondary level (EDSC 429). School of Education and Professional Studies’ Final Student Teaching Evaluation instruments were revised in 2012 to move from a three-point to a four-point performance scale and then implemented on a limited basis. The four-point scale was piloted Spring 2013 in Art by Professor Judith Phelps. Other art university supervisors used the old three-point scale evaluation instrument. Sections III and IV of the Student Teaching Evaluation measures a student’s ability to teach and assess students’ learning, thus aligned with LO#4. (See Appendix 4 for detailed data charts from Spring 2013 Final Art Student Teaching Evaluations, Sections III and IV.)



**Learning Outcome #5 – Reflective 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 A: Final Student Teaching Evaluation – Section VIII: Self-Evaluation and Reflection (Criteria 31-33)**

**Method B: Elementary and Secondary Art Student Teaching Reflection Journal Essays (Art 401 Course-Embedded Assessment)**

#### **Method A: Final Student Teaching Evaluation – Section VIII: Self-Evaluation and Reflection (Criteria 31-33)**

**Description:** Student teaching evaluations document the performance of teacher candidates at the “capstone” semester – their final teaching experience. Final student teaching evaluations are conducted collaboratively between the cooperating teacher, university supervisor and student teacher after the completion of eight weeks at the elementary level (EDSC 428) and eight weeks at the secondary level (EDSC 429). School of Education and Professional Studies’ Final Student Teaching Evaluation instruments were revised in 2012 to move from a three-point to a four-point performance scale and then implemented on a limited basis. The four-point scale was piloted Spring 2013 in Art by Professor Judith Phelps. Other art university supervisors used the old three-point scale evaluation instrument. Section VIII of the Student Teaching Evaluation measures a student’s ability to participate in self-evaluations and reflect upon one’s teaching, thus aligned with LO#5. (See Appendix 5 for detailed data charts from Spring 2013 Final Art Student Teaching Evaluations, Section VIII.)

#### **Method B: Elementary and Secondary Art Student Teaching Reflection Journal Essays (Art 401 Course-Embedded Assessment)**

**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 5 for Student Teaching Reflection Essay Assessment Rubric.)

**Method B 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, Adjunct Professor Judith Phelps.

**Elementary and Secondary Student Teaching Reflection Essays  
Assignment/Assessment Scores**

**E. = Elementary Teaching Reflection Essay Score  
S. = Secondary Teaching Reflection Essay Score**

Semester (N=Number of Enrolled Students)	Mean Score	Percent Passed	E.		S.		E.		S.		E.		S.		E.		S.	
			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 2013 (n= 11)	<b>3.00</b>	<b>91%</b>	4	3	5	1	1	0	1	4	0	0	0	1	0	1	0	1
Fall 2012 (n= 7)	<b>3.18</b>	<b>100%</b>	2	0	2	3	3	1	0	2	0	1	0	0	0	0	0	0
Spring 2012 (n = 16)	<b>3.45</b>	<b>100%</b>	8	5	3	5	3	3	2	3	0	0	0	0	0	0	0	0
Fall 2011 (n = 4)	<b>3.44</b>	<b>100%</b>	1	3	1	1	1	0	0	0	0	0	1	0	0	0	0	0
Spring 2011 (n = 11)	<b>3.11</b>	<b>100%</b>	3	3	2	1	4	4	1	0	1	2	0	1	0	0	0	0
Fall 2010 (n = 3)	<b>2.92</b>	<b>100%</b>	1	1	0	0	0	0	2	1	0	1	0	0	0	0	0	0
Spring 2010 (n = 12)	<b>3.21</b>	<b>100%</b>	6	3	2	2	1	1	3	5	0	0	0	0	0	1	0	0
Fall 2009 (n = 6)	<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</b> (n = 18)	<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</b> (n = 12)	<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</b> (n = 13)	<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.**

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

- 63% average pass rate on the 2012-2013 Sophomore-Level Portfolio Review;
- 100% pass rate of “C” or higher on the Pre-Student Teaching Digital Art Portfolio Review; and
- Between 90% - 100% pass rate on Praxis II tests from 2004-2011; and 85% pass rate on Praxis II: Content and Analysis (0135) for 2011-2012.

Out of the 19 Sophomore-Level Art portfolios submitted in the 2012 – 2013 academic year, 63% (n=12) passed and 37% (n=7) did not due to 71% failure (n=5) in Section 1 (Spatial Relationships) and 43% (n=3) in both Sections 2 (Elements/Principles) and 3 (Tonal Values) of the Portfolio Review Rubric.

In the previous 2011-2012 report, Section 3 was identified as the problematic area:

*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.*

In response, the department devised the course-embedded Tonal Value Drawing Assessment to address this issue - a pre-Sophomore-Level Portfolio Review course-embedded assessment task focusing solely on Tonal Values. (See Section 6: Assessment Plan). While Section 3:Tonal Values outcomes have improved, students are still having difficulty in this area. Now, data show that the 2012-2013 43% of the cohort (n=3) failed Sections 1 and 2, as well. Collection of data continues through this review and will be analyzed to consider

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 were separated and results are now reported in each Program report, respectively.

### 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” (minimum expectation) 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

**Findings and Analysis of Data:** High pass rates on previous *Praxis II: Art-Making* (0131) examinations between 2004-2011 are evident both with CCSU students and statewide, and an acceptable pass rate for the 2011-2012 cohort was evident on the newly combined *Praxis II: Content and Analysis* exam (0135). However, the new exam (0135) has three categories (*Art Making, Historical and Theoretical Fdts. of Art, and Art Analysis*). ETS score reports do not detail student outcomes for each respective category, thus making it difficult to determine actual student outcomes on the “*Art Making*” category. Art Education students are meeting “Art Making” Learning Outcome expectations, as evidenced by Praxis II outcomes.

**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 and Analysis (Test 0135), 2011-2012, and Praxis II: Content Knowledge (Test 0133), 2004-2011.** - High pass rates on previous *Praxis II: Content Knowledge* (0133) examinations between 2004-2011 were evident both with CCSU students and statewide (between 96%-100%), and an acceptable pass rate for the 2011-2012 cohort was evident on the newly combined *Praxis II: Content and Analysis* exam (0135). However, the new exam (0135) has three categories (*Art Making*, *Historical and Theoretical Fdts. of Art*, and *Art Analysis*). ETS score reports do not detail student outcomes for each respective category, thus making it difficult to determine actual student outcomes on the "*Historical and Theoretical Fdts. of Art*" category. Art Education students are meeting "Art in Context" Learning Outcome #2 expectations, as evidenced by Praxis II outcomes.

**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 (a) the Elementary Thematic Unit of Instruction, (b) the Secondary Media-Based Unit of Instruction, and (c) 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 do not continue in the B.S. in art Education program, changing their major, and do not apply to the SEPS Professional Program.

The 2011-2012 Mean Score range for the Elementary Thematic Unit of Instruction Assessment was consistent at 2.77 with only one student failing this assessment; this student dropped out of the B.S. in Art Ed program. Over the years, the mean score range for the Elementary Thematic Unit of Instruction assessment 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 during the last semester before student teaching. All of these students have been admitted into the SEPS Professional Program. In 2011-2012, 100% of students passed the course-embedded Secondary Media-Based Unit Assessment with a “C” (minimum expectation) or higher. Since 2005, the Mean Score range for the Media-Based Unit of Instruction assessment (between 2.60–3.39) 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.

Final Student Teaching Evaluation data indicated students’ ability to plan instruction and apply their planning during elementary and secondary teaching experiences. In the area of Planning instruction, areas of strength included students’ ability to Sequence instruction (Criterion 8) and Select Appropriate Resources and Assessment Strategies (Criterion 10) – 100% frequency at the Target level. With the exception of one student, all other students met Target performance on all other criteria in Planning. In the area of Applying (actual teaching)...

All students completing the Fall 2012 and Spring 2013 Aesthetic/Critical Inquiry course-embedded Assessment scored “B-” or higher with a 2012-2013 Mean Score Average of 3.60. The Fall 2007 through Spring 2013 Mean Score average of 3.47 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 semester 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: - Reflective Practitioner** - Art teacher candidates engage in self-evaluation and analysis of their field and teaching experiences to identify areas for personal growth.

Data from Final Student Teaching Evaluations (Pilot only with Professor Judith Phelps), Section IV: Self-Evaluation and Reflection (Criteria 31-33) indicates that

With the help of Adjunct Professor, Judith Phelps, data were gathered from Spring 2008 through Spring 2013 and are now included in this report for the Teaching Reflection Journal Essays Assessment. All students (n=7) completing the Fall 2012 Art 401 course-embedded Reflection Essays Assignment/Assessment scored “B-” or higher. 91% (n=10) students scored “C” (minimum expectation) or higher on the Spring 2013 Reflection Essay Assessments; the 2012-2013 Mean Score average was 3.09. The Mean Score range between Spring 2008 and Spring 2013 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**

### **Curricular and Programmatic Considerations or Adjustment**

#### **LO#1: 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 and Spatial Relationships drawing abilities signify that delivery and continuity of content across the foundational drawing courses needs to be continuously 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.

To strengthen this aspect of Learning Outcome I, the Art Department Assessment Committee designed a course imbedded assessment:

A Tonal Assignment/Assessment will be piloted in Spring 2014 in every Art 130: Drawing I class. (See Appendix 6 for Assessment Task.) The completed Tonal Assignment/Assessments will be scored by the Art Department. The student will then be able to include the completed tonal drawing in his/her Portfolio Review, and we will monitor the results in our data collection of Section 3 of the Portfolio Review.

In addition, students have frequently included 3D works for consideration in Section 2: Elements and Principles of Design of the Foundation-Level Portfolio Review. However, starting in Spring 2014, it will be required to submit at least one 3D work. A 3-d section will be added to the Portfolio Review assessment forms and create performance language for the assessment of this 3D requirement.

#### **LO 3 and 4: Pedagogical Knowledge – Planning and Applying**

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. For the Elementary Thematic Unit of Instruction rubric, revisions are being considered to put more emphasis on the students' ability to write Student Learning Outcomes (SLO's). This change will be aligned with new CT State Department of Education teacher evaluation initiatives – ones in which a teacher is largely evaluated based on the outcomes of his/her students.

Beginning with fall 2014 data collection, all art university supervisors will be using the new four-point Student Teaching Evaluation performance scale, and data will be collected and reported beginning 2013-2014.

#### **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.

On January 14, 2014, art education faculty will meet to discuss the initiation of an on-line survey to document and assess pre-student teaching field experiences. This would provide field experience teachers who host our students with an opportunity to assess students' observations and co-teaching experiences. Development of the on-line survey will be needed with a pilot program tentatively proposed for Fall 2014.

## **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.


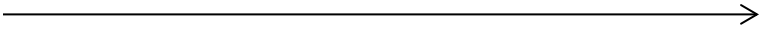
	2013-2014	2014-2015	2015-2016
<b>Learning Outcome #1 – Art Making</b>			
<b>Assessment Activities</b>	<b>Foundations-Level Art Portfolio Review</b>	<b>Foundations-Level Art Portfolio Review</b>	<b>Foundations-Level Art Portfolio Review</b>
<b>Anticipated Date for Assessment Development and/or Implementation or Data Collection</b>	<p>*Pilot new 3-d Portfolio artwork submission requirements (SP14)</p> <p>*Revise Scoring Documents, as needed, to include newly established benchmark performance comments in all scoring sections. <b>(On-Going)</b></p> <p>*Post benchmark portfolio examples on CCSU Art Department website for student viewing. <b>(SP14)</b></p> <p><b>Pre-Student Teaching Digital Art Portfolio Review (Art 403)</b></p> <p>*Record data related to specific areas of strong student performance and areas for growth. <b>(On-Going)</b></p> <p>*Review and Revise Rubric, as needed, based on student performance. <b>(On-Going)</b></p>	<p>*Revise 3-d Portfolio artwork requirements based on SP14 outcomes (F14)</p> <p>*Revise Scoring Documents, as needed, to include newly established benchmark performance comments <b>(On-Going)</b></p> <p>*Update CCSU Art Dept. website with benchmark portfolio examples. <b>(On-Going)</b></p> <p>*Develop an electronic scoring resource which contains a pull-down menu of performance rubric descriptors.</p>	<p>*Revise Scoring Documents, as needed, to include newly established benchmark performance comments <b>(On-Going)</b></p> <p>*Pilot electronic scoring resource for data collection and reporting feedback to students. <b>(F15)</b></p>

		<p><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. (SP14) (See Appendix 6)</p>	<p><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. (F14)</p>	→
<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>	<p><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. (On-Going)</p>			
<b>Target Group</b>	B.S. in Art Education Students →			
<b>Procedural Guidelines or Approvals Needed</b>		<p><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. (SP14)</p>	<p><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. (On-Going)</p>	→

Learning Outcome #2 –	2013-2014	2014-2015	2015-2016
<b>Art in Context</b>			
<b>Assessment Activities</b>	<b>Art History Course-Embedded Assessment Items</b>		
<b>Anticipated Date for Assessment Development and/or Implementation or Data Collection</b>	<p>*Meeting with art faculty to discuss development of course-embedded art historical assessment test items and scoring options. (F13 and SP14)</p>	<p>*Pilot course-embedded art historical assessment test items (F14)           *Revise art historical assessment test items and scoring procedures, as needed, based on F14 outcomes (SP15)</p>	<p>*Implement course-embedded art historical assessment test items. (On-Going)           *Revise test items and scoring procedures, as needed, based on F14 and SP15 student performances. (On-Going)</p>

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	To Be Determined	To Be Determined
Target Group	B.S. in Art Education Students		
Procedural Guidelines or Approvals Needed	<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. (F13 and SP14)	*Meeting with Department Assessment Committee discuss course-embedded art historical assessment procedures (F14 and SP15) *Present outcomes of art historical assessment procedures to art faculty (SP15)	*Meeting with Department Assessment Committee discuss course-embedded art historical assessment procedures (F15 and SP16) *Present outcomes of art historical assessment procedures to art faculty (SP16)

<b>Learning Outcome #3 –</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Pedagogy: Planning</b>			

Assessment Activities	<b>Development of an Elementary Thematic Unit of Instruction</b> *Collect and record specific data related to areas of strong student performance and areas for growth. (F13 and SP14)  *Review and Revise Scoring Rubric, as needed, based on student performance.  <b>(On-Going)</b> 		
Anticipated Date for Assessment Development and/or Implementation or Data Collection	<b>Development of a Secondary Media-Based Unit of Instruction</b> *Collect and record specific data related to areas of strong student performance and areas for growth. (F13 and SP14)  *Review and Revise Scoring Rubric, as needed, based on student performance.  <b>(On-Going)</b> 		
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**  
 \*Revise Art 301 presentation of "Planning Instruction: Thematic Units" content, focusing upon the incorporation of Student Learning Outcomes to align with newly developed teacher evaluation mandates (SP14)

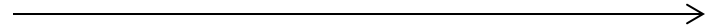
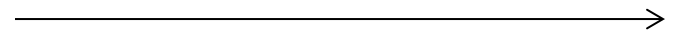
**Development of a Secondary Media-Based Unit of Instruction**  
 \*Adjust Art 400 presentation of "Planning Instruction: Media-Based Units" content, focusing upon identification of student weaknesses from F12. (On-Going)

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 –

2013-2014

2014-2015

2015-2016

Pedagogy: Applying



Assessment Activities

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

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

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

Anticipated Date for Assessment Development and/or Implementation or Data Collection

\*Collect and record specific data related to areas of strong student performance and areas for growth. (On-Going)

\*Collect and record specific data related to areas of strong student performance and areas of growth. (On-Going)

\*Develop new assessment rubric to include descriptive, performance-based language, based on student performance in Art 491. (SP14)

\*Revise newly-developed rubric for assessment task based on SP14 outcomes. (F14)

\*Revise assessment rubric based on student performances (On-Going)

**Student Teaching Evaluation Data related to Teaching**

\*Collect, organize and report F13 Student Teaching Data from Pilot Student Teaching Evaluation Reports (F13)

\*Collect, organize and prepare charts for Student Teaching Data Reports (SP14)

<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

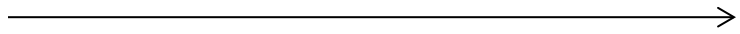
<b>Procedural Guidelines or Approvals Needed</b>	<b>Student Teaching Evaluation Data related to Instruction</b>	<b>Student Teaching Evaluation Data related to Instruction</b>	<b>Student Teaching Evaluation Data related to Instruction</b>
	*Meet and Work with University Art Student Teaching Supervisors to gather and analyze data from EDSC 428 and EDSC 429 evaluations. (SP14)	*Meet and Work with University Art Student Teaching Supervisors to gather and analyze data from EDSC 428 and EDSC 429 evaluations. (On-Going)	*Meet and Work with University Art Student Teaching Supervisors to gather and analyze data from EDSC 428 and EDSC 429 evaluations. (On-Going)

<b>Learning Outcome #5- Reflexive Practitioner</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
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<b>Assessment Activities</b>	<b>Elementary and Secondary Student Teaching Reflection Essays</b>	<b>Elementary and Secondary Student Teaching Reflection Essays</b>	<b>Elementary and Secondary Student Teaching Reflection Essays</b>
<b>Anticipated Date for Assessment Development and/or Implementation or Data Collection</b>	*Collect and record specific data related to areas of strong student performance and areas for growth. (F13 and SP14)	*Collect and record specific data related to areas of strong student performance and areas for growth. (On-Going)	*Collect and record specific data related to areas of strong student performance and areas for growth. (On-Going)
	*Review and Revise Scoring Rubric, as needed, based on student performance. (On-Going)	*Review and Revise Scoring Rubric, as needed, based on student performance. (On-Going)	*Review and Revise Scoring Rubric, as needed, based on student performance. (On-Going)

**Student Teaching Evaluation Data related to Self-Evaluation and Reflection**

\*Collect, organize and report Student Teaching Data from University Supervisors' EDSC 428 and EDSC 429 Student Teaching Evaluations. **(On-Going)**



**Goal of Assessment Activities**

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.

**Curricular Adjustment or Improvements; Anticipated Year**

To be determined

To be determined

To be determined

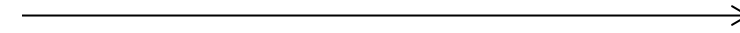
**Target Group**

B.S. in Art Education Students (Last semester Student Teachers)

**Procedural Guidelines or Approvals Needed**

**Student Teaching Evaluation Data related to Self-Evaluation and Reflection**

\*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. **(On-Going)**



## ***APPENDIX 1***

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

- A. Foundations-Level Art Portfolio Review Scoring Rubric
- B. Pre-Student Teaching Digital Art Portfolio Review Rubric
- C. Praxis II Tests Detailed Data Charts
  - 1. Praxis II (Test 0135): Content and Analysis (2011-2012) – ***Assessment for LO#1 AND LO#2***
  - 2. Praxis II (Test 0131): Art Making (2004-2011)

**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 (neat, 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.

## Learning Outcome #1: Art-Making

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

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**

The rubric is reviewed each semester and no changes have been made since Spring 2011.

#### 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	Work exhibits evidence of the emergence of a personal voice which shows its character as	Work minimally indicates a personal direction beyond the foundation level. Work is

	its character as expressive and/or intuitive, with an underpinning of intellectual, conceptual considerations derived from references- personal, socio-political and/or art historical/cultural.	expressive and/or intuitive, with some evidence of intellectual and conceptual considerations derived from references- personal, socio-political, and/or art historical/cultural.	inconsistent with few connections that can be made to link artwork in the portfolio.
<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 #1: Art-Making**

**Assessment Method C: Praxis II Test #0135: Content and Analysis (2011-2012) and Praxis II Test #0131: Art Making (2004-2011)**

**Description of Praxis II (0135) Art Test: Content and Analysis** measures whether entry-level art teachers have the standards-relevant knowledge, skills, and abilities deemed necessary for beginning professional practice. The test questions focus on concepts in three categories: *Art Making, Historical and Theoretical Fdts. of Art, and Art Analysis*. However, ETS score reports do not detail student outcomes for each respective category, thus making it difficult to determine student outcomes on the "Art Making" category. **[Note: Results from 2012-2013 tests are not available at the time of this report.]**

**Institution Name:**  
**CENTRAL**  
**CONNECTICUT**  
**STATE UNIV**

**State: Connecticut**

February 28, 2013

							<b>Statewide</b>			
<b>Assessment Information<sup>1</sup></b>	<b>Group</b>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score<sup>2</sup></i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>
ART CONTENT AND ANALYSIS (0135)	All enrolled students who have completed all nonclinical courses, 2011-12									
Test Company: ETS	Other enrolled students, 2011-12	2				167	22	9	41%	166
Score Range: 100-200	All program completers, 2011-12	13	11	85%	172	167	21	18	86%	173

**FINDINGS: PRAXIS II ART-MAKING (TEST 0131) 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.										

## ***APPENDIX 2***

### ***Learning Outcome #2 - Content: Art in Context***

Praxis II Tests Detailed Data Charts

- **SEE APPENDIX 1 for Praxis II (Test 0135) Data Charts (2011-2012)**
- Praxis II (Test 0133) Art: Content Knowledge (2004-2011)

**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
<i>Test Company: ETS Score Range: 100-200</i>	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, 2008-2009.	28	27	96%	181	157	53	52	98%	176
	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.



## ***APPENDIX 3***

### ***Learning Outcome #3 – Pedagogy: Planning***

**A: Elementary Thematic Unit of Instruction Assessment Rubric**

**B: Secondary Media-Based Unit of Instruction Assessment Rubric (Not Included)**

**C: Detailed Data Charts from Final Student Teaching Evaluation – Section II: Planning (Criteria 7-11)**

**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**

## Method C: Final Student Teaching Evaluation – Planning Section (Criteria 7-11)

**Description:** Student teaching evaluations document the performance of teacher candidates at the “capstone” semester – their final teaching experience. Final student teaching evaluations are conducted collaboratively between the cooperating teacher, university supervisor and student teacher after the completion of eight weeks at the elementary level (EDSC 428) and eight weeks at the secondary level (EDSC 429). Evaluation instruments were revised in 2012 to move from a three-point to a four-point performance scale and then implemented on a limited basis. The four-point scale was piloted Spring 2013 in Art by Professor Judith Phelps. Other art university supervisors used the old three-point scale evaluation instrument and those data are not included in this report.

### Central Connecticut State University School of Education & Professional Studies Final Art Student Teaching Evaluation Statistical Report – Section II: Planning

**Evaluation Term:**

Spring 2013

**Certification Program/Major:**

Art Education

**Number of students: Total: 14 placements = 7 students @ elementary and 7 @ secondary**

#### Section II. Planning

*How well does the ST plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large?*

7. Lesson Objective 3.2, (I C), (3.1)		14		14		14	
		Student Teacher		Co-operating Teacher		University Supervisor	
		Freq	%	Freq	%	Freq	%
<b>Target</b>	ST independently was able to write effective objectives using students' prior knowledge with clear and observable outcomes. Objectives were focused on students' application of skills as well as conceptual understanding to ensure that instruction was consistently at high levels.	10	71.4%	13	92.9%	13	92.9%
<b>Satisfactory</b>	With some support, ST was able to write effective objectives using students' prior knowledge, with clear and observable outcomes. Objectives were focused on students' application of skills as well as building toward conceptual understanding to ensure that instruction was at an appropriate level.	1	7.1%	1	7.1%	1	7.1%
<b>Developing</b>	With support, ST was able to write objectives using students' prior knowledge to create student learning outcomes. Objectives were focused mainly on students' application of skills and the ST was working towards building conceptual understanding to ensure that instruction was at learners' level.						

<b>Unsatisfactory</b>	ST exhibited an inability to write effective objectives using students' prior knowledge and/or had no clear outcomes. Objectives provided limited focus on students' application of skills and/or on building conceptual understanding.						
<b>No Response</b>		<b>3</b>	<b>21.4%</b>				
<b>Mean Item Score:</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>8. Sequence of the Lesson 3.1, 3.2, (I C), (3.1)</b>							
		<b>14</b>		<b>14</b>		<b>14</b>	
		<b>Student Teacher</b>		<b>Co-operating Teacher</b>		<b>University Supervisor</b>	
		<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
<b>Target</b>	ST independently planned instruction that built on previous learning, appropriately sequenced the learning objectives and promoted the application of skills with conceptual understanding.	<b>11</b>	<b>78.6%</b>	<b>14</b>	<b>100.0%</b>	<b>14</b>	<b>100.0%</b>
<b>Satisfactory</b>	With some support, ST was able to plan instruction that built on previous learning, appropriately sequenced the learning objectives and promoted the application of skills with conceptual understanding.						
<b>Developing</b>	With consistent support, ST was developing ability to plan instruction that built on previous learning, appropriately sequenced the learning objectives and promoted the application of skills with conceptual understanding.						
<b>Unsatisfactory</b>	Even with support, ST exhibited an inability to plan instruction that built on previous learning and/or appropriate sequencing of learning objectives and promoted the application of skills with conceptual understanding						
<b>No Response</b>		<b>3</b>	<b>21.4%</b>				
<b>Mean Item Score:</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>9. Lesson Planning NON NEGOTIABLE 3.2, 3.6, 3.7, (I A &amp; C), (3.1)</b>							
		<b>14</b>		<b>14</b>		<b>14</b>	
		<b>Student Teacher</b>		<b>Co-operating Teacher</b>		<b>University Supervisor</b>	
		<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
<b>Target</b>	ST independently and consistently developed lesson plans that effectively facilitated rigorous student learning outcomes and that consistently made real world connections. Lesson planning provided appropriate accommodations for diverse learners.	<b>10</b>	<b>71.4%</b>	<b>13</b>	<b>92.9%</b>	<b>13</b>	<b>92.9%</b>

<b>Satisfactory</b>	With some support, ST was developing lesson plans that effectively facilitated rigorous student learning outcomes, and that consistently made real world connections. Lesson planning provided adequate accommodations for diverse learners.	1	7.1%	1	7.1%	1	7.1%
<b>Developing</b>	With support, ST exhibited emerging ability to develop lesson plans that worked towards student learning outcomes and that made some real world connections. Lesson planning did not provide adequate and/or appropriate accommodations for diverse learners.						
<b>Unsatisfactory</b>	Even with support, ST exhibited inability or unwillingness to develop appropriate lesson plans that effectively facilitated rigorous student learning outcomes and that made real world connections. Lesson planning did not provide adequate and/or appropriate accommodations for diverse learners.						
<b>No Response</b>		3	21.4%				
<b>Mean Item Score:</b>		-		-		-	

<b>10. Selecting Appropriate Resources and Assessment Strategies when Planning the Lesson 3.4, 3.5, (II D), (3.1)</b>							
		14		14		14	
		Student Teacher		Co-Operating Teacher		University Supervisor	
		Freq	%	Freq	%	Freq	%
<b>Target</b>	ST effectively used a wide variety of appropriate instructional resources (primary source documents, curriculum materials, manipulatives, technology, etc.) in the lesson planning that consistently supported the instructional objective and facilitated on-going student progress.	11	78.6%	14	100.0%	14	100.0%
<b>Satisfactory</b>	With some support, ST used appropriate instructional resources (primary source documents, curriculum materials, manipulatives, technology, etc.) in the lesson planning that generally supported the instructional objective and facilitated on-going student progress.						
<b>Developing</b>	With support, ST used some instructional resources (primary source documents, curriculum materials, manipulatives, technology, etc.) in the lesson planning that worked to support the instructional objective and facilitate on-going student progress.						



<b>Unsatisfactory</b>	ST exhibited inability to use instructional resources and/or materials used in the lesson planning, which did not support the instructional objective or facilitate on-going student progress.					
<b>No Response</b>		<b>3</b>	<b>21.4%</b>			
<b>Mean Item Score:</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

<b>11. Meeting the Needs of All Learners by Differentiating Instruction 3.7, (II D)</b>	<b>14</b>	<b>14</b>	<b>1</b>
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		Student Teacher		Co-operating Teacher		University Supervisor	
		Freq	%	Freq	%	Freq	%
<b>Target</b>	ST exhibited ability to independently consult with special education, unified arts, etc. faculty to select resources and differentiate instruction to help all students construct meaning and demonstrate knowledge.	<b>10</b>	<b>71.4%</b>	<b>13</b>	<b>92.9%</b>	<b>13</b>	<b>92.9%</b>
<b>Satisfactory</b>	With little support, ST exhibited ability to consult with special education, unified arts, etc. faculty to select resources and differentiate instruction to help most students construct meaning and demonstrate knowledge.	<b>1</b>	<b>7.1%</b>	<b>1</b>	<b>7.1%</b>	<b>1</b>	<b>7.1%</b>
<b>Developing</b>	With support, ST exhibited emerging ability to consult with special education, unified arts, etc. faculty to select resources and differentiate instruction to help some students construct meaning and demonstrate knowledge.						
<b>Unsatisfactory</b>	ST failed to consult with special education, unified arts, etc. faculty to select resources and differentiate instruction to help all students construct meaning and demonstrate knowledge.						
<b>No Response</b>		<b>3</b>	<b>21.4%</b>				

## ***APPENDIX 4***

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

- A. Secondary Classroom Aesthetic/Critical Inquiry Activity Assessment Sheet (Art 491 Course-embedded assessment)**
- B. Final Spring 2013 Art Student Teaching Evaluations (Pilot data only with Professor Judith Phelps): Detailed Data Charts –  
Section III: Instructions (Criteria 12-18) and Section IV: Assessing for Learning (Criteria 19-21)**

**Learning Outcome #4 – Pedagogy: Applying – Teacher candidates use a variety of teaching and assessment 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 (Course-embedded Assessment Conducted in Art 491)**

**Art 491: Aesthetic and Critical Dialogue About Art – Developing and Implementing 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.					

**Central Connecticut State University School of Education & Professional Studies**

**Final Art Student Teaching Evaluation Statistical Report**

**Section III: Instruction and Section IV: Assessing for Learning**

**Evaluation Term:**

Spring 2013

**Certification Program/Major:**

Art Education

**Number of students: Total: 14 placements = 7 students @ elementary and 7 @ secondary**

**Section III. Instructions**

*How well does the ST implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large?*

<b>12 . Material Usage During Instruction 4.2, 4.3, (II D), (3.3)</b>		14		14		14	
		Student Teacher		Co-operating Teacher		University Supervisor	
		Freq	%	Freq	%	Freq	%
<b>Target</b>	ST independently was able to use a wide variety of instructional materials (including but not limited to technology, digital resources, manipulatives, curriculum related materials, etc.) that supported students' ability to construct meaning and demonstrate skills.	11	78.6%	14	100.0%	14	100.0%
<b>Satisfactory</b>	With limited support, ST was able to use a variety of instructional materials (including but not limited to technology, digital resources, manipulatives, curriculum related materials, etc.) that supported students' ability to construct meaning and demonstrate skills.						
<b>Developing</b>	With support, ST was able to use some instructional materials (including but not limited to technology, digital resources, manipulatives, curriculum related materials, etc.) that supported students' ability						

	to construct meaning and demonstrate skills.						
<b>Unsatisfactory</b>	ST did not utilize a variety of instructional materials (including but not limited to technology, digital resources, manipulatives, curriculum related materials, etc.) that supported students' ability to construct meaning and demonstrate skills.						
<b>No Response</b>		<b>3</b>	<b>21.4%</b>				
<b>13. Methods 4.1, 4.3, (II A &amp; D), (3.3, 1.0)</b>		<b>14</b>		<b>14</b>		<b>14</b>	
		<b>Student Teacher</b>		<b>Co-op Teacher</b>		<b>University Supervisor</b>	
		<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
<b>Target</b>	ST independently employed a variety (more than three) of instructional strategies to promote purposeful discourse to enable all students to construct meaning, develop skills, and make connections. These methods included direct instruction, inquiry-based models, cooperative learning, discussion model, etc.	<b>10</b>	<b>71.4%</b>	<b>13</b>	<b>92.9%</b>	<b>13</b>	<b>92.9%</b>
<b>Satisfactory</b>	With little support, ST employed at least three varieties of instructional strategies that promoted purposeful discourse to enable most students to construct meaning, develop skills, and make connections. These methods included direct instruction, inquiry-based models, cooperative learning, discussion model, etc.	<b>1</b>	<b>7.1%</b>	<b>1</b>	<b>7.1%</b>	<b>1</b>	<b>7.1%</b>

<b>Developing</b>	With support, ST was able to employ two varieties of instructional strategies to encourage purposeful discourse to enable most students to construct meaning, develop skills, and make connections. These methods included direct instruction, inquiry-based models, cooperative learning, discussion model, etc.						
<b>Unsatisfactory</b>	ST was able to use only one model for all lessons.						
<b>No Response</b>		3	21.4%				

<b>14. Communication During Initiation NON NEGOTIABLE 4.1, 4.3, 4.7, (I B) ,(3.3, 1.0)</b>				<b>14</b>	<b>14</b>	<b>14</b>
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		Student TeacherT		Co-operating Teacher		University Supervisor	
		Freq	%	Freq	%	Freq	%
<b>Target</b>	ST consistently and independently employed effective initiation (set expectations for achievement, made real-world connections, stated and modeled the learning outcome and built on prior knowledge) in order to support students' shared responsibility for the learning process.	11	78.6%	14	100.0%	14	100.0%
<b>Satisfactory</b>	With little support, ST exhibited the ability to employ initiation (set expectations for achievement, made real-world connections, stated and modeled the learning outcome and built on prior knowledge) in order to support students' shared responsibility for the learning process.						

<b>Developing</b>	With support, ST was beginning to exhibit the ability to employ initiation (set expectations for achievement, made real-world connections, stated and modeled the learning outcome and built on prior knowledge) in order to support students' shared responsibility for the learning process.						
<b>Unsatisfactory</b>	Even with support, ST exhibited an inability to employ effective initiation (set expectations for achievement, made real-world connections, stated and modeled the learning outcome and built on prior knowledge) in order to support students' shared responsibility for the learning process.						
<b>No Response</b>		<b>3</b>	<b>21.4%</b>				

**15. Communication During Closure NON NEGOTIABLE 4.7, (I B), (3.3, 1.0) 14 14 14**

		<b>Student Teacher</b>		<b>Co-operating Teacher</b>		<b>University Supervisor</b>	
		<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
<b>Target</b>	ST consistently and independently employed effective closure techniques that enabled students to demonstrate their ability to apply new learning and make connections to real-life experiences.	<b>10</b>	<b>71.4%</b>	<b>14</b>	<b>100.0%</b>	<b>14</b>	<b>100.0%</b>
<b>Satisfactory</b>	With little support, ST demonstrated an ability to employ closure techniques that enabled students to demonstrate their ability to apply new learning and make connections to real-life experiences.	<b>1</b>	<b>7.1%</b>				

<b>Developing</b>	With support, ST at times demonstrated an ability to employ closure techniques that enabled students to demonstrate their ability to apply new learning and make connections to real-life experiences.						
<b>Unsatisfactory</b>	Even with support, ST exhibited an inability to employ effective closure techniques that enabled students to demonstrate their ability to apply new learning and make connections to real-life experiences.						
<b>No Response</b>		<b>3</b>	<b>21.4%</b>				

<b>16. Knowledge of Content Areas NON NEGOTIABLE 1.1, 1.2, (I A), (3.1)</b>	<b>14</b>	<b>14</b>	<b>14</b>
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		Student Teacher		Co-operating Teacher		University Supervisor	
		Freq	%	Freq	%	Freq	%
<b>Target</b>	ST demonstrated a deep understanding of all relevant content taught at this grade level and consistently sought additional resources to better understand the content to be taught.	<b>11</b>	<b>78.6%</b>	<b>14</b>	<b>100.0%</b>	<b>14</b>	<b>100.0%</b>
<b>Satisfactory</b>	ST demonstrated understanding of most of the content taught at this grade level and frequently sought additional resources to better understand the content to be taught.						
<b>Developing</b>	ST demonstrated basic understanding, although at times limited or incorrect, of some of the content taught at this grade level and at times sought additional resources to better understand the content to be taught.						



<b>Unsatisfactory</b>	ST possessed insufficient or incorrect knowledge about some or all of the content taught at this grade level and/or did not seek additional resources to better understand the content to be taught.						
<b>No Response</b>		<b>3</b>	<b>21.4%</b>				
<b>17. Promotes Independent Thinking through Questioning 3.8, 4.3, 4.4, 4.7, (II A &amp; D), (3.3, 1.0)</b>							
		<b>14</b>		<b>14</b>		<b>14</b>	
		<b>Student Teacher</b>		<b>Co-operating Teacher</b>		<b>University Supervisor</b>	
		<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
<b>Target</b>	ST consistently and independently demonstrated the ability to engage students to construct meaning through a variety of higher-level questioning techniques (Bloom's taxonomy). ST demonstrated ability to support students by prompting, rephrasing, or probing for clarification. Active discourse was evident throughout the lesson.	<b>10</b>	<b>71.4%</b>	<b>12</b>	<b>85.7%</b>	<b>14</b>	<b>100.0%</b>
<b>Satisfactory</b>	ST demonstrated the ability to engage students to construct meaning through a variety of questioning techniques (Bloom's taxonomy). ST demonstrated ability to assist students by prompting, rephrasing, or probing for clarification. Discourse was evident.	<b>1</b>	<b>7.1%</b>	<b>2</b>	<b>14.3%</b>		
<b>Developing</b>	With support, ST demonstrated the developing ability to engage students to construct meaning through use of a limited variety of questioning techniques						

	(Bloom's taxonomy). ST demonstrated emerging ability to assist students by prompting, rephrasing, or probing for clarification. Some discourse was evident.						
<b>Unsatisfactory</b>	ST exhibited inability to engage students to construct meaning through use of a variety of questioning techniques (Bloom's taxonomy) and was unable to assist students by prompting, rephrasing, or probing for clarification. Little discourse was evident.						
<b>No Response</b>		<b>3</b>	<b>21.4%</b>				
<b>18. Monitors Student Learning 4.6, (II D), (4.0)</b>		<b>14</b>		<b>14</b>		<b>14</b>	
		<b>Student Teacher</b>		<b>Co-operating Teacher</b>		<b>University Supervisor</b>	
		<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
<b>Target</b>	ST consistently monitored student learning and appropriately adjusted instruction in response to student performance, engagement, or questions.	<b>11</b>	<b>78.6%</b>	<b>14</b>	<b>100.0%</b>	<b>14</b>	<b>100.0%</b>
<b>Satisfactory</b>	With little support, ST monitored student learning and usually adjusted instruction in response to student performance, engagement, or questions.						
<b>Developing</b>	With support, ST was able to begin to monitor student learning and was beginning to develop strategies to adjust instruction in response to student performance, engagement, or questions.						
<b>Unsatisfactory</b>	ST did not monitor student learning or appropriately adjust instruction in response to student performance, engagement,						

	or questions.					
<b>No Response</b>		<b>3</b>	<b>21.4%</b>			

**Section IV. Assessing for Learning**

*How does the ST use multiple measures to analyze student performance and to inform subsequent planning and instruction?*

<b>19. Student Learning, Instruction, and Data Collection 5.2, 5.3, (II D), (4.0)</b>		<b>14</b>		<b>14</b>		<b>14</b>	
		<b>Student Teacher</b>		<b>Co-operating Teacher</b>		<b>University Supervisor</b>	
		<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
<b>Target</b>	ST independently, consistently and effectively analyzed student work on a regular basis, developed and used varied assessment techniques and maintained accurate records that led to appropriate instructional inferences about student learning and subsequent instruction.	<b>9</b>	<b>64.3%</b>	<b>10</b>	<b>71.4%</b>	<b>11</b>	<b>78.6%</b>
<b>Satisfactory</b>	With some support, ST demonstrated the ability to analyze student work on a regular basis, develop and use varied assessment techniques and maintain accurate records that led to appropriate instructional inferences about student learning and subsequent instruction.	<b>2</b>	<b>14.3%</b>	<b>4</b>	<b>28.6%</b>	<b>3</b>	<b>21.4%</b>
<b>Developing</b>	With structured support, ST demonstrated limited ability to analyze student work on a regular basis, develop and use varied assessment techniques and maintain accurate records that led to appropriate instructional inferences about student						

	learning and subsequent instruction.						
<b>Unsatisfactory</b>	Even with support, ST exhibited a limited ability to analyze student work on a regular basis. ST failed to develop and/or use varied assessment techniques and/or maintain accurate records that led to appropriate instructional inferences about student learning and subsequent instruction.						
<b>No Response</b>		<b>3</b>	<b>21.4%</b>				
<b>20. Monitoring Students' Understanding 4.6, (II D), (4.0)</b>							
		<b>14</b>		<b>14</b>		<b>14</b>	
		<b>Student Teacher</b>		<b>Cooperating Teacher</b>		<b>University Supervisor</b>	
		<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
<b>Target</b>	ST consistently monitored students' strengths and weaknesses related to the learning objective. ST made on-going adjustments while teaching that addressed students' content misunderstanding through the use of instructional strategies.	<b>11</b>	<b>78.6%</b>	<b>13</b>	<b>92.9%</b>	<b>14</b>	<b>100.0%</b>
<b>Satisfactory</b>	With some support, ST demonstrated an ability to focus on students' strengths and weaknesses related to the learning objective. ST made some adjustments while teaching that addressed students' content misunderstanding through the use of instructional strategies.			<b>1</b>	<b>7.1%</b>		

<b>Developing</b>	With structured support, ST demonstrated an emerging ability to focus on students' strengths and weaknesses related to the learning objective. ST exhibited some ability to make adjustments while teaching that addressed students' content misunderstanding through the use of instructional strategies.						
<b>Unsatisfactory</b>	ST exhibited inability to focus on students' strengths and weaknesses related to the learning objective. ST did not make adjustments while teaching that addressed students' content misunderstanding through the use of instructional strategies.						
<b>No Response</b>		<b>3</b>	<b>21.4%</b>				

<b>21. Providing Feedback that Focuses on Content and Assists Students in Improving their Performance 5.5, 5.6, (II D), (4.0)</b>							
		<b>14</b>		<b>14</b>		<b>14</b>	
		<b>Student Teacher</b>		<b>Co-operating Teacher</b>		<b>University Supervisor</b>	
		<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
<b>Target</b>	ST consistently and independently provided general and specific feedback about their content knowledge or skills as well as detailed information about their learning strengths and weaknesses.	<b>10</b>	<b>71.4%</b>	<b>13</b>	<b>92.9%</b>	<b>13</b>	<b>92.9%</b>
<b>Satisfactory</b>	ST demonstrated some ability to provide feedback to students which included mostly general and specific comments about the content knowledge or skills and provided some information about their	<b>1</b>	<b>7.1%</b>				

	learning strengths and weaknesses.						
<b>Developing</b>	ST demonstrated minimal ability to provide feedback to students. Feedback when given was general and not specific and did not provide adequate information about their learning strengths and weaknesses.						
<b>Unsatisfactory</b>	ST exhibited inability to provide feedback to students which included appropriate and/or accurate comments about the content knowledge and/or skills and/or provided appropriate information about their learning strengths and/or weaknesses.						
<b>No Response</b>		<b>3</b>	<b>21.4%</b>	<b>1</b>	<b>7.1%</b>	<b>1</b>	<b>7.1%</b>

## ***APPENDIX 5***

### ***Learning Outcome #5 – Reflective Practitioner***

- **Method A: Final Spring 2013 Art Student Teaching Evaluations (Pilot data only with Professor Judith Phelps): Detailed Data Charts – Section VIII: Self-Evaluation and Reflection (Criteria 31-33)**
- **Method B: Elementary and Secondary Art Student Teaching Reflection Journal Essay Rubric**

**Central Connecticut State University School of Education & Professional Studies**  
**Learning Outcome #5 - Assessment Method A: Final Art Student Teaching Evaluation Statistical Report**  
**Section VIII: Self-Evaluation and Reflection (Criteria 31-33)**

**Evaluation Term:**

Spring 2013

**Certification Program/Major:**

Art Education

**Number of students: Total: 14 placements = 7 students @ elementary and 7 @ secondary**

**VIII. Self –Evaluation and Reflection**

*In what ways does the ST engage in self-evaluation to improve instruction?*

<b>31. Continuous Self-evaluation 6.1, (III B), (5.1)</b>		14		14		14	
		Student Teacher		Co-operating Teacher		University Supervisor	
		Freq	%	Freq	%	Freq	%
<b>Target</b>	ST independently made accurate appraisals of his/her effectiveness, reflected, and initiated positive changes based on these appraisals.	11	78.6%	14	100.0%	14	100.0%
<b>Satisfactory</b>	With limited prompts related to self-reflection, ST made accurate appraisals of his/her effectiveness, reflected, and initiated positive changes based on these appraisals.						
<b>Developing</b>	With prompts related to self-reflection, ST demonstrated beginning ability to make accurate appraisals of his/her effectiveness, and/or to reflect and/or initiate positive changes based on these appraisals.						



<b>Unsatisfactory</b>	ST exhibited inability to make accurate appraisals of his/her effectiveness, and/or to reflect and/or initiate positive changes based on these appraisals.						
<b>No Response</b>		3	21.4%				
<b>32. Integration of Feedback 6.1, (II B), (5.1)</b>		14		14		14	
		<b>Student Teacher</b>		<b>Co-operating Teacher</b>		<b>University Supervisor</b>	
		<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
<b>Target</b>	ST immediately integrated the feedback provided by the cooperating teacher and/or university supervisor in order to improve his/her practice.	11	78.6%	14	100.0%	14	100.0%
<b>Satisfactory</b>	ST accepted the feedback provided by the cooperating teacher and/or university supervisor and generally integrated most feedback in order to improve his/her instructional practice.						
<b>Developing</b>	ST demonstrated beginning ability to accept the feedback provided by the cooperating teacher and/or university supervisor and listened but did not always integrate that feedback to improve his/her instructional practice.						
<b>Unsatisfactory</b>	ST exhibited inability or unwillingness to accept and/or integrate the feedback provided by the						

	cooperating teacher and/or university supervisor to improve his/her instructional practice.						
No Response		3	21.4%				
<b>33. Professional Growth 6.2, (III C &amp; D), (5.1)</b>		<b>14</b>		<b>14</b>		<b>14</b>	
		<b>Student Teacher</b>		<b>Co-operating Teacher</b>		<b>University Supervisor</b>	
		<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
<b>Target</b>	ST participated in relevant and/or appropriate professional development opportunities offered to enhance skills related to teaching and meeting the needs of all students (department meetings, staff meetings, conferences, etc.)	11	78.6%	14	100.0%	14	100.0%
<b>Unacceptable</b>	ST did not or inconsistently participated in relevant and/or appropriate professional development opportunities offered to enhance skills related to teaching and meeting the needs of all students (department meetings, staff meetings, conferences, etc.)						
No Response		3	21.4%				

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

**Assessment Method B: Elementary and Secondary Student Teaching Reflection Journal Essay Rubric (Course-embedded Assessment – Art 401)**

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.

## ***APPENDIX 6***

### **Art 130: Drawing I Course-Embedded Tonal Value Assessment/Assignment**

**to be Implemented in Spring 2014 (LO#1 – Art Making)**

## Art 130: Drawing I

### Tonal Value Assessment/Assignment

#### Goal

The students will learn how to employ a range of tonal values to define form and integrate figure/ ground, while defining a clear and consistent light source. It is important that the students focus first on clarifying the spatial relationships between the objects as they position them accurately on the table top, or ground plane, before engaging in the process of building the value and light source.

#### Learning Objective

The students will:

- draw an 8-box value chart with each box illustrating an even, smooth transition, ranging from the white of the page to the darkest black using pencil or charcoal.
- Create a still-life from observation which clearly illustrates a tonal range of 6 distinct values, consistent use of observed light source with respect to plane changes, and the illusion of 3-dimensional space. The following should be present in the drawing:

Light

Shadow

Core of shadow

Reflected light

Local Value

Cast shadow

Highlight

#### Suggested Resources:

Chiaroscuro, such as George de la Tour, Caravaggio; Seurat drawings (figure/ground); Hopper paintings; Matisse charcoal drawings (Nice period 1920's); Student work available through Art Department Website

