

*Draft of the California Teaching Performance Assessment
Task 1: Principles of Developmentally Appropriate and Content-Specific Pedagogy for
Single Subject – ART*

Scenario 1: High School Art - Developmentally Appropriate Pedagogy

Directions:

Read the contextual information below for this scenario. Analyze the information and incorporate it into your responses to the prompts.

CONTEXTUAL INFORMATION for SCENARIO 1:

Elements of a Learning Experience in a Unit

Grade: High School

Content Area: Art

Subject Matter: Art History

Time Period for the Learning Experience: 1 week (5-7 hours)

Learning Goals for the Learning Experience

Student will be able to do the following:

- Recognize how art works of the past looked at universal themes (such as, war, beauty, religion, importance of man) and make connections to contemporary art expressions of the same theme.
- Select one pair of art works, past and contemporary, and write a short essay explaining why these particular art works and the theme they express are important to the student.

State-adopted Academic Content Standards for Students

3.0 Historical And Cultural Context

3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

4.0 Aesthetic Valuing

- 4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.
- 4.3 Analyze and articulate how society influences the interpretation and message of a work of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

Instructional Resources Available

Slides, coffee table books, websites, and humanities text containing contemporary and past artistic expressions of universal themes.

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Class Description

This is class of high school students, grades 9 through 12. Some of the students have previously taken an art class; most have not. Most of the students seem to enjoy both art class and the environment of the art room. The students are curious about the notion that art imitates life and they like to debate this concept. About one-half of the students in the class were born in another county, though, at this point, they are English proficient. Boys outnumber the girls by 2 in the class but they all get along rather well considering that a few are members of a local gang. All profess the desire to go to college or trade school.

Developmental Needs of the Students in Grades 9-12

- 1) Understand connections between the lesson content and life outside of school
- 2) Develop advanced thinking and problem-solving skills
- 3) Develop socially and handle the intense social peer pressure to conform while maintaining individuality.

PROMPTS for SCENARIO 1:

Directions: (Type your response in the boxes provided below prompt 1 and in the space directly below prompt 2.) Review the contextual information for this scenario and use the information to respond to the following:

- 1) Think about a lesson you might use with these students that addresses both the art learning goals and the developmental needs of the students that are listed above. What combination of instructional strategies and student activities would you include in the lesson? Describe one or more combinations of instructional strategies and student activities that address both the art learning goals and all of the developmental needs of the students. You may either describe one comprehensive strategy/activity or two or three separate strategy/activity combinations.

Note: Instructional strategies are what the teacher does during instruction and student activities are what the students do during instruction.

Your description of the instructional strategies and the student activities should refer to and include what instructional resources would be used and how they would be used. Remember to choose strategies and activities based on the general art goals.

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Instructional Strategies	Student Activities

- 2) Use your knowledge of science pedagogy and adolescent (9-12) development to explain why your instructional strategies and student activities:
- a) Are appropriate for this high school class,
 - b) Address the developmental needs of these students, and
 - c) Help these students make progress toward achieving these state-adopted academic content standards for students in science that are addressed in this unit.

END OF SCENARIO 1

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Scenario 2: High School Art - Assessment Practices

Directions:

Read the contextual information below for this scenario. Analyze the information and incorporate it into your responses to the prompts.

CONTEXTUAL INFORMATION for SCENARIO 2:

Elements of a Learning Experience in a Unit

Grade: High School

Content Area: Art

Subject Matter: Portraits

Time Period for Whole Unit: 10 days

State-adopted Academic Content Standards for Students

2.0 Creative Expression

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.3 Assemble and display objects or works of art as part of a public exhibition.

4.0 Aesthetic Valuing

- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

Learning Goals for Whole Unit

Students will be able to do the following:

- List and describe the anatomical rules of face
- Examine important portraits, such as those on American currency
- Discuss how portraits are used in society (such as, stamps, wanted posters, ID cards)
- Judge what makes a portrait successful
- Create a self-portrait

Teacher's Dilemma

I am not entirely pleased with the assessment plan I used for this unit of study. I gave the students a diagnostic test at the beginning of the unit to help them review basic principles, one quiz and one short-essay during the unit, and presentation-type performance assessment. The information that I got from those assessments never got beyond the students' personal likes and the biases involved in those personal likes. I'm just not getting a handle on what they really know and understand, their misconceptions, what they learned during instruction, and their progress toward achieving the learning goals. I am looking for ways to improve my assessment plan, so I can have a more complete understanding of how well these students learned the subject matter.

**Field Review Draft of the California Teaching Performance Assessment
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Assessment Plan

When	Goals Assessed	Type	Purpose	Implementation	Feedback Strategies	Informing Instruction
Day 1	Knowledge of the principles of portraiture.	Formative. Entry Level. Informal survey of students' knowledge and affective context of portraiture.	Recall transfer of previously learned knowledge & skills; discover affective context regarding portraits.	Individual assessment; paper and pencil.	Whole class discussion.	To determine what needs to be reviewed and where to begin teaching.
Day 3	Knowledge of anatomical rules of face.	Formative. Formal. Multiple choice and completion test.	Assess acquired concepts.	Teacher assessment; feedback given	Inform students of confusing or missing elements	To determine who has captured the essence of portraiture.
Day 7	Knowledge of what makes a portrait successful.	Formative. Formal. Case study method looking at three faces & writing a story of each face.	Assess students' ability to "read people" with an artist's eye.	Individual. Teacher assessment; feedback given.	Inform students of missed elements. Whole class discussion of effective and not-effective stories.	To determine what needs to be reviewed before moving on to self-portrait.
Day 10	Effectiveness of the use of anatomical rules of face and application of canons of successful portraiture.	Summative. Formal. Self-portrait (draw, paint, or collage) with who's who gallery presentation of finished products.	Assess acquired knowledge and skills based on creativity, originality, technicalities, completion, and craftsmanship.	Individual performance assessment by teacher and students using critical rating sheet.	Written critiques provided via critical rating sheets.	To determine the achievement level of each student towards the goals

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PROMPTS for SCENARIO 2:

Directions: (Type your response in the space directly below prompts 1 and 3 and in the boxes provided below prompt 2.) Review the contextual information for this scenario and use the information to respond to the following:

- 1) Analyze the given assessment plan.
 - a) Identify one strength in the plan and explain why it is a strength in relation to the learning goals of this art unit.
 - b) Identify one weakness in the plan and explain why it is a weakness in relation to the learning goals of this art unit.

Note: Refer to this additional assessment when responding to prompts 2 and 3.

Additional Assessment

- a) Students justify their choice of medium for their self-portrait and connect this to one of the examples of portraits shown in class.
- b) Did students complete the self-portrait on time?

- 2) Suppose you found the additional assessment in a supplementary resource. Think about how the additional assessment could improve the teacher’s assessment plan. Explain to the teacher how it might be used to improve the plan by answering the following questions:
 - a) When in the plan would you use this assessment?
 - b) What goals would be assessed by this assessment?
 - c) What type of assessment would it be?
 - d) What would be the purpose of the assessment?
 - e) How would you implement the assessment?
 - f) What feedback strategies would you use?
 - g) How would the results of the assessment inform art instruction?

When	Goals Assessed	Type	Purpose	Implementation	Feedback Strategies	Informing Instruction

- 3) Explain how using the additional assessment as you described in prompt 2 improves the teacher’s assessment plan and addresses the teacher’s dilemma of needing more information about what the students really know and understand, their misconceptions, and their progress toward achieving the learning goals in art.

END OF SCENARIO 2

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Scenario 3: High School Art - Adaptation of Content-Specific Pedagogy for English Learners

You are given:

- Elements of a Learning Experience for 2 Days in a Unit
- Outline of Plans for Days 1 and 2
- Student Description (English Learner)
- Student Work Samples (written and oral transcript)

You are asked to:

- Identify two specific learning needs of the student.
- Identify a strategy or activity that could be challenging to the student.
- Suggest an adaptation to make the content accessible to the student.
- Explain why your adaptation would be effective.
- Select an assessment strategy, given the student’s language abilities and content area, and give a rationale for why it is appropriate.
- Describe the next steps you would take to facilitate this student’s English language development.

Directions:

- Read the “Elements of a Learning Experience for 2 Days in a Unit,” “Outline of Plans for Days 1 and 2,” and the “Student Description,” including the “Written Response” and the “Transcript of Oral Response” provided.
- Identify two specific learning needs the student has as an English learner.
- Identify a strategy or activity from the outline of plans that would be challenging for the student.
- Suggest an adaptation to the strategy or activity and explain how it would be effective in supporting the student’s academic progress and English language development.
- Identify an assessment you would use to monitor the student’s progress and give a rationale for your choice.
- Describe the next steps in facilitating the student’s English language development.

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Elements of a Learning Experience for 2 Days in a Unit

Grade: High School

Content Area: Visual Arts

Subject Matter: Beginning Art

Time Period for Whole Unit: 3 weeks

State-adopted Academic Content Standards for Students

1.0 ARTISTIC PERCEPTION

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Learning Goals for Whole Unit

Students will be able to do the following with a focus on line

- Produce a work of art with a variety of lines
- Discuss the uses of line as seen in the arts of different cultures
- Explain characteristics of varying lines

Relationship to Preceding and Subsequent Learning Experiences

Forms the basis of the units which follow of texture and perspective

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Outline of Plans for Days 1 and 2

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the two days.

Instructional Strategies

- On Day 1, lead a discussion about the lines found in visual examples of line from a variety of cultures. Focus on variety, direction, style, width, contours and emotional effect of lines in the visuals. Write student comments on board. Have students independently read a handout concerning distinguishing characteristics of lines and careful observation of details and line quality. Then present the following scenario: "Suppose you walked into an art gallery and saw these visuals on exhibit. Write three or four paragraphs describing what you see. Be sure to write about the unique characteristics of specific parts and distinctive details that helped you identify the lines." Have students write paragraphs using new art terms/vocabulary to explain their comments to classmates.
- On Day 2, allow students to review and complete written response. Have students in threes practice orally summarizing their written work. Then have them individually share their oral summaries using newly acquired art terms/vocabulary with the whole class and receive feedback.

Student Activities

- Participate in discussion about "lines". Read the handout about distinguishing characteristics and careful observation of details and line quality. Listen to and carefully consider the scenario. Write three or four paragraphs using newly acquired visual arts terms/vocabulary to address the scenario.
- Complete the written response. Practice with partners to orally summarize their written work. Present oral summary, using newly acquired visual arts terms/vocabulary, to the whole class. Provide feedback to other students.

Progress Monitoring

- Teacher will use class discussions, written responses to questions, projects, drawings, portfolio, and assessments to determine level of learning.
- Students will receive written and oral comments from the teacher and other students.

Student Description (English Learner)

Elena is a 15-year-old 10th grader. She is from Mexico and both of her parents are professionals. Her extended family includes aunts, uncles, and cousins. Her grandparents live in Mexico and she and her family visit them in the summer. She has been in the United States for one and a half years. She is literate in Spanish and often reads Spanish literature. Her report cards from her school in Mexico indicate above average grades. Elena is somewhat shy socially but is well liked and works well in small groups. She is seldom absent from school. The CELDT results indicate an overall score in the Early Intermediate range, and she has been identified as an English learner. (Listening and Speaking = 240, Early Intermediate level. Reading = 121.25, Early Intermediate level. Writing = 120, Early Intermediate level.)

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Written Response to: “What is your favorite family day?”

A Special Family Celebration

A special family time is when my family celebrates the anniversary of my grandmother and grandfather. They are my abuelita and abuelito. Why is it especial? I like this because all my family come to my grandparent house for make especial food of my country. The fiesta is very especial. My grandparent have marry 45 year. They live in Mexico my tia, tio and primos all go to Mexico for all family celebrate together. We like have all family together. My primos and me see friends in our city. We give grandparent big picture of all family. Grandparent like fiesta and gift. They are much happy.

Transcript of Oral Response to: “Tell me about your dance class.”

I like my dance class at community center. I need class for forget my problems. Is like help. I forgot my problems. When I dance, I like my dress because everybody look me and say, “Oh, that look pretty.” Everybody take my picture. I was in newspaper. When I dancing, I feel very good. I like that because I represent my country.

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PROMPTS for SCENARIO 3:

Directions: Word process your detailed responses; include the prompts.

Review the contextual information for this scenario and use the information to respond to the following:

- 1) Identify two specific learning needs the student has as an English learner, based on the student description and the responses.

- 2a) Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.

- 2b) Explain why the strategy or activity you chose could be challenging to the student. Use your knowledge of English learners and your analysis of the student's learning needs in your explanation.

- 3a) Describe how you would adapt the strategy or activity you identified above to meet the learning needs of the student. Consider specific subject matter pedagogy when writing your description.

- 3b) Explain how your adaptation would be effective for the student in making progress toward:
 - a) the learning goal(s) of the lesson
 - b) English language developmentIn your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.

- 4a) Which progress monitoring assessment from the outline of plans would you choose to monitor this student's progress toward achieving the learning goal(s) in beginning art?

- 4b) Give a rationale for your choice of progress monitoring assessment. Use your knowledge of visual art content in this unit, visual arts pedagogy, and this student's English language abilities in your rationale.

- 5) Based on what you learned about this student's English proficiency, what would be your next steps in planning to facilitate her English language development? Consider specific information from the student description and her written and oral language samples when responding.

END OF SCENARIO 3

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Scenario 4: High School Art - Adaptation of Content-Specific Pedagogy for Students with Special Needs

You are given:

- Elements of a Learning Experience for 3 Days in a Unit
- Outline of Plans for Days 3, 4, and 5
- Student Description (Special Needs)

You are asked to:

- Identify a strategy or activity that could be challenging to the student.
- Explain why the strategy or activity could be challenging for the student.
- Suggest an adaptation to the plan to make the content accessible.
- Explain how the adaptation would be effective.
- Select an assessment strategy, given the student’s learning needs and content area, and give a rationale for why it is appropriate.

Directions:

- Read the “Elements of a Learning Experience for 3 Days in a Unit,” “Outline of Plans for Days 3, 4, and 5,” and “Student Description” provided.
- Identify parts of the plan that would be challenging for the student considering his learning disability and other learning needs.
- Describe adaptations to the plan to meet the needs of the student and explain why they would be effective for this student and content.
- Identify an assessment you would use to monitor the student’s progress and give a rationale for your choice.

CONTEXTUAL INFORMATION

Elements of a Learning Experience for 3 Days in a Unit

Grade: High School

Content Area: Visual Arts

Subject Matter: Ceramics

Time Period for Whole Unit: 3 weeks

State-adopted Academic Content Standards for Students.

2.0 CREATIVE EXPRESSION

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.5 Create an expressive composition, focusing on dominance and subordination.
- 2.6 Create a two or three-dimensional work of art that addresses a social issue.

Learning Goals for Whole Unit

Students will be able to do the following with a focus on artistic expression:

- Design a ceramic project and explain how the elements of art and principles of design are used
- Produce a ceramic pot of their own design which shows dominance and subordination

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Relationship to Preceding and Subsequent Learning Experiences

Creative expression is fundamental to visual art learning and the ceramics curriculum. Elements and design concepts are necessary for continuing artistic development.

Outline of Plans for Days 3, 4, and 5

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the three days.

Instructional Strategies

- On Day 3, draw designs for a new piece of ceramic work. Discuss different methods, textures, and expressive forms. Present additional information about clay methods and lead whole-class discussion of ideas. Have students respond in writing to a journal prompt.
- On Day 4, talk about or demonstrate ceramics ideas which contain new forms, interesting textures, and expressive ideas. Have individuals point out new uses. Discuss ceramic choices, dominance and subordination and specific uses of different techniques. Students make personal designs focusing on ways to creatively interpret the project. They discuss their ideas in small groups then present for the class and receive feedback from others.
- On Day 5, have students make quick maquettes using new patterns from their drawings. Students discuss maquettes in groups. Discuss principles and elements and the whether or not students effectively produced what they designed.

Student Activities

- Draw several new pieces. Discuss methods used, textures tried, and if forms are expressive. Respond in writing to a journal prompt.
- Make maquettes of a piece that contains new designs featuring different art elements and principles. Participate in small group discussions to discuss other student's artistic choices and specific uses of new techniques. Make personal designs and plan, focusing on ways to accurately interpret elements and principles as identified in group. Make a final piece and exhibit to the class and receive feedback from others.

Progress Monitoring

- Teacher will use class discussions, responses to questions, observation, written reflections, student maquettes, and small group presentations to monitor student progress.
- Students will receive written and oral comments from the teacher and other students.

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Student Description

Alex is a 15-year-old boy in the 10th grade. He had difficulty with the development of his early literacy skills, including the acquisition of sound/symbol relationships and word identification, demonstrated in both his reading and writing. In the second grade, Alex was identified as a student with specific learning disabilities. Since then, Alex has received special education support primarily in a resource room for language arts, while he is included in the general education curriculum. He is able to independently read text at a 7th grade level and continues to struggle with decoding words. Alex also has asthma for which he takes daily medication and occasionally needs to use an inhaler. He is a self-isolating person who does not readily join into whole-class conversations or contribute to group learning situations. His tendency is to sit alone at lunch and to be by himself during transitional time. There is no in-class support for this student.

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PROMPTS for SCENARIO 4:

Directions: Word process your detailed responses; include the prompts.

Review the contextual information for this scenario and use the information to respond to the following:

- 1a) Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the description of the student's learning disability.
- 1b) Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.
- 1c) Describe how you would adapt the strategy or activity you identified to meet the needs of the student in ceramics.
 - 1d) Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.

- 2a) Identify one additional instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the student's other learning needs.
- 2b) Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.
- 2c) Describe how you would adapt the strategy or activity you identified to meet the needs of the student in ceramics.
 - 2d) Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.

- 3a) What progress monitoring assessment would you choose to obtain evidence of the student's progress toward a learning goal(s) in ceramics?
- 3b) Give a rationale for your choice of assessment. Use your knowledge of visual arts content in this unit, ceramics and visual arts pedagogy, and this student's learning needs in your rationale.

END OF SCENARIO 4