1. **Description of the Assessment and Its Use in the Program**

Key Licensure Assessment #2 is an examination of a candidate’s knowledge of instructional strategies as the strategies relate to the Multi-Age Visual Arts Modified Ohio/ National Association of Schools of Art and Design (NASAD) Grades PreK-12 Program Standards.

The examination is administered twice; once in Art 380: Early & Middle Level Art Education and again in Art 381: Adolescent Art Education. While the questions are the same on each administration of the examination, candidates are to respond to the questions on the Art 380 examination as they relate to the art education of early and middle level students while the Art 381 examination asks candidates to address the questions as they relate to the art education of adolescent students. The examinations are assessed by the respective course instructor.

To be admitted into clinical practice at Gateway 2, a candidate must complete Key Licensure Assessments #2 and #6 (Knowledge of Instructional Strategies & Teaching Competencies Examination and Visual Arts Portfolio) with at least 80% of the indicators of the Multi-Age Visual Arts Modified Ohio/ National Association of Schools of Art and Design (NASAD) Grades PreK-12 Program Standards (2007) across the two assessments rated at meets indicator and no indicator rated unacceptable.

2. **Description of How the Assessment Specifically Aligns with the Multi-Age Visual Arts Modified Ohio/ National Association of Schools of Art and Design (NASAD) Grades PreK-12 Program Standards (2007)**

The following indicators of the Multi-Age Visual Arts Modified Ohio/ National Association of Schools of Art and Design (NASAD) Grades PreK-12 Program Standards (2007) are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>Standard 6: Instructional Strategies - Candidates plan learning experiences based on knowledge of subject matter, the students, the community, clear curriculum goals, the Ohio Visual Art Academic Content Standards. They understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.</th>
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</thead>
<tbody>
<tr>
<td>Indicator 6.1: develop lessons that address the needs of diverse learners</td>
</tr>
<tr>
<td>Indicator 6.2: become familiar with relevant aspects of students’ background knowledge and experiences</td>
</tr>
<tr>
<td>Indicator 6.3: articulate clear learning objectives for lessons that are appropriate for students</td>
</tr>
<tr>
<td>Indicator 6.4: demonstrate an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future</td>
</tr>
<tr>
<td>Indicator 6.5: create or select teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students that are aligned with the objectives of that lesson</td>
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</table>
### Standard 6: Instructional Strategies

| Indicator 6.1: | make instructional objectives that are clearly understandable for students |
| Indicator 6.2: | understand students’ understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands |
| Indicator 6.3: | use a variety of teaching strategies that reflect analysis of lesson content and student needs |
| Indicator 6.4: | use instructional time effectively |
| Indicator 6.5: | collaborate with others in designing interdisciplinary learning experiences for students |

#### Standard 7: Teaching Competencies

Candidates connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, and apply art competencies in teaching situations and integrate art/design instruction into the total process.

| Indicator 7.1: | understand child development and the identification and understanding of psychological principles of learning as they related to art education |
| Indicator 7.2: | understand the philosophical and social foundations underlying art in education to express a rationale for personal attitudes and beliefs |
| Indicator 7.3: | know current methods and materials available in all fields and levels of art education |
| Indicator 7.4: | understand principles and methods of developing curricula and the short- and long-term instructional units that comprise them |

3. **Assessment Instrument**

3.a. **ART 380 EXAMINATION**

**Part 1: Early Childhood Education**

1. Write an objective to be taught in an early childhood art classroom and then describe how you would address the needs of diverse learners in the teaching of the objective. Provide a rationale for the description. (Indicators 6.1, 6.3, and 6.6)

2. Describe three methods for becoming familiar with relevant aspects of early childhood students’ background knowledge and experiences. (Indicator 6.2)

3. Write a clear and understandable objective for an art lesson that is appropriate for students in a second grade art class. Explain why you believe the objective would be appropriate for this age-group. (Indicators 6.3 and 6.6)

4. Complete the following tasks: (1) write an objective to be taught in an early childhood art classroom, (2) describe the content that would need to have already been learned prior to the teaching of the objective, and (3) describe the sequential content that would most likely be taught following the achievement of the objective. Provide rationales for parts 2 and 3. (Indicators 6.3, 6.4, and 6.6)
5. Complete the following tasks: (1) write an objective to be taught in an early childhood art classroom, (2) describe the teaching methods/strategies, learning activities, and instructional materials or other resources that you would use to teach the objective, (3) state how the time you would have for teaching the objective would be allocated across the instructional events of the lesson, (4) explain why the teaching methods, learning activities, and instructional materials or other resources you described would be appropriate for this age-group of students, and (5) explain how the teaching methods, learning activities, and instructional materials or other resources you described would be aligned with the written objective. (Indicators 6.3, 6.5, 6.6, 6.8, and 6.9)

6. Complete the following tasks: (1) write an objective to be taught in an early childhood art classroom, (2) describe how you would monitor students’ understanding of the content being taught, (3) describe the types of feedback you might provide to students to assist their learning, and (4) describe the types of adjustments in learning activities you might need to make. (Indicators 6.3, 6.6, 6.7, and 6.8)

7. As an art teacher, describe three ways you could collaborate with early childhood general education classroom teachers to design interdisciplinary learning experiences for students. (Indicator 6.10)

8. Discuss three of the most important developmental characteristics of children in preschool through grade three. Identify and explain the major psychological principles of learning that specifically apply to this age-group. Explain how these principles relate to the art education of these early childhood students. (Indicator 7.1)

9. Consider the philosophical and social foundations underlying art in education. Write a personal statement of your attitudes and beliefs concerning the teaching of art to early childhood students based on these philosophical and social foundations. (Indicator 7.2)

10. Identify and then describe three of the most current methods and materials across the fields of art that are appropriate for the teaching of art to early childhood students. (Indicator 7.3)

11. Describe three of the most important principles and methods that are considered when developing an effective and meaningful early childhood education art curriculum and the short- and long-term instructional units that comprise them. (Indicator 7.4)

Part 2: Middle Level Education

1. Write an objective to be taught in a middle level art classroom and then describe how you would address the needs of diverse learners in the teaching of the objective. Provide a rationale for the description. (Indicators 6.1, 6.3, and 6.6)

2. Describe three methods for becoming familiar with relevant aspects of middle level students’ background knowledge and experiences. (Indicator 6.2)
3. Write a clear and understandable objective for an art lesson that is appropriate for students in a fifth grade art class. Explain why you believe the objective would be appropriate for this age-group. (Indicators 6.3 and 6.6)

4. Complete the following tasks: (1) write an objective to be taught in a middle level art classroom, (2) describe the content that would need to have already been learned prior to the teaching of the objective, and (3) describe the sequential content that would most likely be taught following the achievement of the objective. Provide rationales for parts 2 and 3. (Indicators 6.3, 6.4, and 6.6)

5. Complete the following tasks: (1) write an objective to be taught in a middle level art classroom, (2) describe the teaching methods/strategies, learning activities, and instructional materials or other resources that you would use to teach the objective, (3) state how the time you would have for teaching the objective would be allocated across the instructional events of the lesson, (4) explain why the teaching methods, learning activities, and instructional materials or other resources you described would be appropriate for this age-group of students, and (5) explain how the teaching methods, learning activities, and instructional materials or other resources you described would be aligned with the written objective. (Indicators 6.3, 6.5, 6.6, 6.8, and 6.9)

6. Complete the following tasks: (1) write an objective to be taught in a middle level art classroom, (2) describe how you would monitor students’ understanding of the content being taught, (3) describe the types of feedback you might provide to students to assist their learning, and (4) describe the types of adjustments in learning activities you might need to make. (Indicators 6.3, 6.6, 6.7, and 6.8)

7. As an art teacher, describe three ways you could collaborate with middle level general education classroom teachers to design interdisciplinary learning experiences for students. (Indicator 6.10)

8. Discuss three of the most important developmental characteristics of children in grades four through nine. Identify and explain the major psychological principles of learning that specifically apply to this age-group. Explain how these principles relate to the art education of these middle level students. (Indicator 7.1)

9. Consider the philosophical and social foundations underlying art in education. Write a personal statement of your attitudes and beliefs concerning the teaching of art to middle level students based on these philosophical and social foundations. (Indicator 7.2)

10. Identify and then discuss three of the most current methods and materials across the fields of art that are appropriate for the teaching of art to middle level students. (Indicator 7.3)

11. Discuss three of the most important principles and methods that are considered when developing an effective and meaningful middle level education art
curriculum and the short- and long-term instructional units that comprise them. (Indicator 7.4)

3.b. **ART 381 EXAMINATION**

1. Write an objective to be taught in a high school art classroom and then describe how you would address the needs of diverse learners in the teaching of the objective. Provide a rationale for the description. (Indicators 6.1, 6.3, and 6.6)

2. Describe three methods for becoming familiar with relevant aspects of high school students’ background knowledge and experiences. (Indicator 6.2)

3. Write a clear and understandable objective for an art lesson that is appropriate for students in a tenth grade art class. Explain why you believe the objective would be appropriate for this age-group. (Indicators 6.3 and 6.6)

4. Complete the following tasks: (1) write an objective to be taught in a high school art classroom, (2) describe the content that would need to have already been learned prior to the teaching of the objective, and (3) describe the sequential content that would most likely be taught following the achievement of the objective. Provide rationales for parts 2 and 3. (Indicators 6.3, 6.4, and 6.6)

5. Complete the following tasks: (1) write an objective to be taught in a high school art classroom, (2) describe the teaching methods/strategies, learning activities, and instructional materials or other resources that you would use to teach the objective, (3) state how the time you would have for teaching the objective would be allocated across the instructional events of the lesson, (4) explain why the teaching methods, learning activities, and instructional materials or other resources you described would be appropriate for this age-group of students, and (5) explain how the teaching methods, learning activities, and instructional materials or other resources you described would be aligned with the written objective. (Indicators 6.3, 6.5, 6.6, 6.8, and 6.9)

6. Complete the following tasks: (1) write an objective to be taught in a high school art classroom, (2) describe how you would monitor students’ understanding of the content being taught, (3) describe the types of feedback you might provide to students to assist their learning, and (4) describe the types of adjustments in learning activities you might need to make. (Indicators 6.3, 6.6, 6.7, and 6.8)

7. As an art teacher, describe three ways you could collaborate with high school general education classroom teachers to design interdisciplinary learning experiences for students. (Indicator 6.10)

8. Discuss three of the most important developmental characteristics of students in grades nine through twelve. Identify and explain the major psychological principles of learning that specifically apply to this age-group. Explain how these principles relate to the art education of these high school students. (Indicator 7.1)

9. Consider the philosophical and social foundations underlying art in education. Write a personal statement of your attitudes and beliefs concerning the
teaching of art to high school students based on these philosophical and social foundations. (Indicator 7.2)

10. Identify and then discuss three of the most current methods and materials across the fields of art that are appropriate for the teaching of art to high school students. (Indicator 7.3)

11. Discuss three of the most important principles and methods that are considered when developing an effective and meaningful high school art curriculum and the short- and long-term instructional units that comprise them. (Indicator 7.4)