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

The culminating field placement for those enrolled in undergraduate initial teacher preparation is student teaching (ART 455 and 457). This intensive and extensive twelve-week, full-day placement is intended to provide candidates with the opportunity to carry out the multiple roles and responsibilities of teaching. The experience is supervised by a university supervisor in collaboration with the cooperating teachers at the elementary and secondary school sites. At the conclusion of the field placement, the university supervisor completes **Key Licensure Assessment #4: Student Teaching**.

This Key Licensure Assessment #4 is accompanied by Key Program Assessment #5. Both are assessments of the student teaching experience. The experience is assessed using two different scoring guides – the Key Licensure Assessment is aligned with the standards of the respective specialized professional association (SPA) while the Key Program Assessment is aligned with the proficiencies articulated in the Ohio Standards for the Teaching Profession and the conceptual framework.

To exit the licensure program at Gateway 3, a candidate must complete Key Licensure Assessments #3 - #5 (Ability to Plan Lessons, Student Teaching, and Effect on Student Learning) 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 three 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 1: Creative Expression and Communication – Candidates create artworks that demonstrate an understanding of material, processes, tools, media, techniques and available technology.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator 1.1:</strong> apply knowledge of a variety of materials, tools, media, techniques, and processes to communicate subject matter, themes, or ideas in a variety of visual forms.</td>
</tr>
<tr>
<td><strong>Indicator 1.3:</strong> identify and explain reasons to support artistic decisions in the creation of art work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2: Valuing the Arts/Aesthetic Reflection – Candidates understand and appreciate the value of visual art. Candidates reflect on and respect diverse points of view about artworks and artifacts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator 2.1:</strong> demonstrate philosophical inquiry and reflection skills when participating in oral and written discussion about the nature and value of art.</td>
</tr>
<tr>
<td><strong>Indicator 2.2:</strong> identify and present philosophical questions about art.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3: Connections, Relationships, and Applications – Candidates inter-relate their learning of visual art and their relationship to other disciplines, including other art areas and recognize the importance of lifelong learning and experience in visual art.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator 3.1:</strong> use key concepts, issues, and themes to connect visual art to other academic disciplines and demonstrate that relationship.</td>
</tr>
</tbody>
</table>
**Indicator 3.2:** explain connections between the arts and other academic disciplines

**Indicator 3.3:** use research and technology skills to communicate ideas regarding visual art

**Indicator 3.4:** use technology to conduct informative searches, research topics, and explore disciplinary connections to visual art

**Standard 4:** Candidates understand the impact of visual arts on the history, culture, and society of origination

**Indicator 4.2:** demonstrate knowledge of historical influences on works of art

**Indicator 4.3:** research culturally or historically significant works of art and discuss their roles in society, history, culture, or politics

**Indicator 4.4:** use technology to research and compare multiple sources of various art forms used for social, cultural, historical, and political purposes

**Standard 5:** Analyzing and Responding – Candidates identify and discriminate themes, media, subject matter, and formal technical and expressive aspects in works of art.

**Indicator 5.1:** apply the strategies of art criticism to describe, analyze, interpret, and judge selected works of art

**Indicator 5.2:** explain how form, subject matter, and context contribute to meanings in works of art

**Indicator 5.3:** apply art criticism methods to the artworks of students on the basis of the formal, technical, and expressive aspects in the artworks

**Indicator 5.4:** provide supportive evidence to defend their decisions

**Standard 6:** Instructional Strategies – Candidates plan learning experiences based on knowledge of subject matter, the students, the community, clear curriculum goals, and 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.

**Indicator 6.1:** develop lessons that address the needs of diverse learners

**Indicator 6.2:** become familiar with relevant aspects of students’ background knowledge and experiences

**Indicator 6.3:** articulate clear learning objectives for lessons that are appropriate for students

**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

**Indicator 6.5:** create and select teaching methods, learning activities, and instructional materials and other resources that are appropriate for students and that are aligned with the objectives of lessons

**Indicator 6.6:** make instructional objectives that are clearly understandable for students

**Indicator 6.7:** monitor 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 6.8:** use a variety of teaching strategies that reflect analysis of lesson content and student needs

**Indicator 6.9:** use instructional time effectively

**Indicator 6.10:** 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 relate to art education

**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

**Standard 8:** The Learning, Equity, Efficacy, and the Environment – Candidates understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation

**Indicator 8.1:** create a climate that promotes fairness

**Indicator 8.2:** establish and maintain rapport with students
Indicator 8.3: establish and maintain consistent standards of classroom behavior
Indicator 8.4: communicate challenging learning expectations to each student
Indicator 8.5: make the physical environment safe and conducive to learning
Indicator 8.6: demonstrate a sense of efficacy
Indicator 8.7: encourage students to extend their thinking
Indicator 8.8: maintain positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds
Indicator 8.9: articulate and communicate the goals of an art program to students, colleagues, administrators, and parents and families in an effective and professionally responsible manner

Standard 9: Assessment – Candidates understand and use formal, informal, and authentic assessments to evaluate and improve student learning
Indicator 9.1: assess aptitudes, experiential backgrounds, and interests of individuals and groups of students and devise learning experiences to meet assessed needs
Indicator 9.2: reflect on the extent to which the learning objectives were met
Indicator 9.3: use a variety of assessment strategies which are appropriately aligned with the objectives
Indicator 9.4: use both formative and summative assessments when evaluating students

Standard 10: Professional Development – Candidates are reflective practitioners who evaluate the effects of their teaching and behaviors. They maintain positive and relevant relationships with parents and families, colleagues and the community. Candidates seek opportunities for professional growth.
Indicator 10.1: build professional relationships with colleagues to share teaching insights and coordinate learning activities for students
Indicator 10.2: demonstrate a code of ethics that maintains professional relationships with students, parents, and colleagues
Indicator 10.3: develop educational partnerships within the community
Indicator 10.4: know and commit to various types of professional development activities

3. The Assessment Instrument

The data needed to complete the assessment are gathered through classroom observations and pre- and post-observation conferences with the candidate as well as through conversations with the cooperating teacher.