

## ART

### Component 2:

Differentiation in Instruction

### Component 3:

Teaching Practice and Learning Environment

### Component 4:

Effective and Reflective Practitioner

Contributor:

**Sheryl Smith**

**Helen Windhorst**

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## Component 2: Differentiation in Instruction

### a. Knowledge Of Students (KOS)

- ❖ Have you collected statistical, anecdotal, and empirical evidence?
- ❖ Have you talked to previous teachers, school counselors, special education teachers, ESOL teachers, and other professionals?
- ❖ Did you survey parents to find out about technology available at home (e.g., internet access, laptops, cell phones), study habits, social concerns, etc.?
- ❖ Did you survey students to find out about the same things as you would with parent surveys?
- ❖ What are the family dynamics? (e.g., economics of households, free and reduced lunch, parents' level of education, family structure [two-parent, single-parent, grandparents, foster, migrant, siblings, lifestyles], level of technology [understanding, access, and use of computers/internet/email], ethnicity [languages spoken and/or written in the home], cultural issues [religion, holidays/observances]).
- ❖ Did you survey students regarding learning styles, interests, participation in activities, etc.? What are the student interests (e.g., art/art genre, interest, sports, games, stories, etc.)?
- ❖ Did you get all the information you can from permanent records and administrative sources (e.g., attendance records, previous grades, standardized test scores, pertinent medical records)?
  - What are the requirements of exceptional needs students? How do you know this (e.g., IEPs, surveys on interests and learning styles, conferences with parents and/or teachers)?
  - What special needs do the students have? (Medications, 504/IEP, para support, emotional level, physical development level, ESL/ELL, student life experiences (e.g., foreign, foster, migrant, mobility, military)
  - What is the ethnic, cultural, or linguistic diversity of the class?
  - What is the heterogeneity of the class?
  - What is the personality of the class?
  - Have you identified social/emotional needs as demonstrated through the expressive nature of art (e.g., links students to human experiences across cultures, times, and places)?
  - What gender issues may exist?
- ❖ Are there issues with poverty or trauma which affect student learning?

### b. Goals/Connections/Rationale (G/C/R)

- ❖ Is the information for this area a collection of **relevant** data?
- ❖ How did you make the connection between this data and your purpose and instructional context for teaching the Overarching Art Education Goal?
- ❖ Are there other issues or information directly related to instructional context and the development of the overarching art education goal (e.g., gender, community and family information, school support, maturity, etc.)?

- ❖ What are the possible community factors?
  - Urban, rural, suburban, or exurban
  - Employment opportunities (e.g., school district is largest employer, factories, self-employed, farming)
  - Geographical and/or environmental influences (ocean, mountain, prairies, plains, etc.)
  - Cultural life experiences (e.g., gang-related environment, extended families for generations, level of diversity, access to museums and other institutions)
- ❖ Does the Overarching Art Education Goal meet **one** of the following criteria (**Caution: It is essential to select a goal that is truly central to art education as defined by these criteria. Avoid selecting an instructional sequence that is not clearly linked to the goal**)?
  - It is based on clear conceptions of how art links students to human experience across cultures, times, and places.
  - It reflects how art education is a central component of an overall education program.
- ❖ When formulating goals for the instructional sequence in the unit, have you considered student needs (i.e. student strengths and weaknesses)?
- ❖ What are the connections between the overarching art education goal and the instructional sequence and the summative assessment?

### c. Instructional Sequence (SEQ)

- ❖ Why was the instructional sequence a need for student A and student B?
- ❖ How was the development of the instructional sequence based upon student strengths, weaknesses, and interests?
- ❖ How does the instructional sequence connect to student needs, instructional goals and the Overarching Art Education Goal?
- ❖ How does the instructional sequence connect to the Overarching Art Education Goal? Is it appropriate and effective for student learners?

### d. Differentiation of Instructional Strategies and Analysis (DIFF/ANA)

- ❖ Based on the KOS, what instructional strategies and pedagogy (art activities) will allow the students to meet the Overarching Art Education Goal?
- ❖ How did you show your use of instructional strategies (multiple intelligences, cooperative groups, constructivism, authentic tasks, assessments, etc.)?
- ❖ Have you connected your analysis to essential concepts (the overarching art education goal)?
  - Remember the “so what?” factor?
  - Cite any modifications made *during* the sequence.
  - Cite evidence using content and details from student responses as rationale for the modifications.
  - Tie to other aspects (KOS, environment, overarching art education, individual goals/connections).

- Did you consider using creative thinking assessment, individual skills assessment, and the artistic development level?
  - Did the student(s) meet the overarching art education goal?
    - If yes, what specific evidence proves the achievement?
    - If no, what specific evidence that leads you to determine your next steps?
- ❖ The word "evidence" in the directions refers to materials sent with your submission to verify the commentary, generally student work samples.
  - ❖ The word "tools" in the directions refers to materials, approaches, strategies used to demonstrate performance.
  - ❖ Have you made relevant choices?
  - ❖ Have you shown evidence that you're assessment what you needed it to measure?
  - ❖ Have you identified which part or parts of the assessment measured which goal or goals?
  - ❖ Have you provided valid types of evidence: authentic, based on individualized/differentiated student abilities, and constructed response (narrative, persuasive, interpretive, analytical, comparison/contrast)?
  - ❖ Do students have different goals (possibly based on an IEP)?
  - ❖ Is there evidence of student growth tied to overarching art education and individual goal(s)?
  - ❖ Have you explained modifications and/or accommodations made or still needed?
  - ❖ Have you explained how the student(s) demonstrated higher level thinking skills?
- e. Sequence of Instructional Strategies and Procedures (STRAT) – *Applies only to EAYA***
- ❖ Did you demonstrate high expectations for all students?
  - ❖ Did students make progress over time toward the overarching art education goal?
- f. Content and Pedagogical Knowledge (CK)**
- ❖ How is your art content woven into your pedagogy/instruction?
  - ❖ Did you facilitate student understanding of how and why art is made?
  - ❖ Did you show understanding of the elements and principles of art (conceptual art vs. formalism)?
  - ❖ Did you demonstrate knowledge of how artists make art?
  - ❖ Did you demonstrate knowledge of why artists make art?
- g. Student Progress/Assessment (ASMT)**
- ❖ How does the instructional sequence connect to your analysis, assessment, and effectiveness of the student work through use of assessments?
  - ❖ What summative assessment strategy did you use at the conclusion of the instructional sequence?
  - ❖ Does it show an in-depth knowledge of your students and differentiated insight into their learning?

- ❖ Did you make relevant choices that demonstrate your work with the overarching art education goal?
- ❖ Did the summative assessment measure what you intended? Did it assess the overarching art education goal? THIS IS CRUCIAL!
- ❖ Did you identify which part or parts of the assessment measured which goal or goals (overarching art education goal, unit or lesson goals)?
- ❖ Did you provide valid types of evidence for each student selected: authentic, based on individualized/differentiated student abilities, and constructed response (narrative, persuasive, interpretive, analysis, comparison/contrast)?
- ❖ Do the two students have different goals (based on IEP or other KOS)?
- ❖ How can you demonstrate student growth? This MUST be tied to the overarching art education goal and individual goal(s)!
- ❖ Did you explain modifications and/or accommodations?
- ❖ Did you consider how student growth (or the lack of it) modified future instruction?
- ❖ Explain how student(s) demonstrated higher-level thinking skills and how they relate to the overarching art education goal?

## **h. Reflection (R)**

- ❖ Did you describe your practice accurately and analyze and assess individual student progress?
- ❖ Did you reflect on the effectiveness of the instruction?
- ❖ Did you reflect on the implications and significance for future teaching?
- ❖ Did you discuss what you could have done better or differently or more efficiently? Did you discuss other types of information you could have gathered?
- ❖ Have you identified if you need to change the instructional method, the materials, the environment, or the instruction?
- ❖ Did you discuss the effectiveness of your assessments in measuring student performance and what you learned about effective assessment during the unit?
- ❖ Did you discuss what you could have done better or differently or more efficiently in terms of the assessments?
- ❖ Did you discuss specific future teaching relating to a strong understanding of past teaching?
- ❖ Did you identify and provide evidence from student work/growth that dictates the next step(s) in this instructional sequence?
- ❖ Did you re-teach specific information as needed (extension activity based on student interests/needs)?
  - Fill in gaps. Provide clarification of concepts.
  - Modify pacing of instruction
- ❖ Did you identify possible alternative approaches that could impact student learning of this particular group of students (e.g., comparing/contrasting, peer critique, graphic organizers, collaborative/co-operative learning, hands-on, incorporation of technology)?
- ❖ Did you justify the reasons for the use of the identified strategies?

- ❖ Reflect on your teaching practice, did you identify the areas in lessons that did/did not impact student learning throughout the instructional sequence?
  - Did you indicate what specific parts were successful/significant **AND** explain why?
  - Did you indicate what specific parts that were not as successful as hoped or anticipated **AND** explain why not? Factors could include:
    - instructional strategies
    - sequence of activities/assignments/instruction
    - resources used or not used
- ❖ Did you identify adaptations/modifications made along the way or possible adaptations/modifications that could be made and state why they are/would be appropriate?
- ❖ Did you cite specific student feedback was used to influence instruction?
- ❖ Did you explain how you could move this lesson from good to great?
- ❖ Did you explain what you learned (good and/or bad) from this lesson that can be transferred to future lessons?
- ❖ Did you identify peak moments in this instructional sequence that raised your own personal definition of quality instruction?

## **Component 3: Teaching Practice and Learning Environment**

### **a. Knowledge of Students (KOS)**

- ❖ Refer to suggestions provided in Component 2.

### **b. Goals/Connections (G/C)**

- ❖ How did you sequence instruction so students can achieve the goals?
- ❖ Are your learning goals integrated with art-making, studying, interpreting, and evaluating (DBAE) activities?
- ❖ Is your topic substantive and are the goals clearly tied to the assessments?
- ❖ How did you provide opportunities for students in meaningful self-directed learning and expression?
- ❖ Are your videos from different instructional units?

### **c. Learning Environment (LE)**

- ❖ Have you established a safe, fair, equitable, and challenging environment? Equity and diversity are key here!
- ❖ Did you promote self-directed learning?
- ❖ Did you foster active student engagement with you and with other students?
- ❖ Are your students actively engaged in purposeful conversation?
- ❖ Did you encourage shared ideas and significant art topics?
- ❖ Did you facilitate the development of the skills and understandings needed in the creation of art?

### **d. Instruction (INS)**

- ❖ Have you established a student-centered learning environment based on trust and respect that \_\_\_\_\_ about works of art?
  - Facilitates the inquiry process
  - Encourages experimentation
  - Assists risk-taking
  - Encourages thoughtful questioning
  - Appreciates ambiguity
  - Encourages respectful responses to others' ideas and interpretations
- ❖ Did you tell how you monitored and evaluated student learning?
- ❖ Did you make instructional adjustments as part of the process of assessment?
- ❖ Did you provide regular and constructive feedback?
- ❖ Did you describe the adjustments and the feedback?
- ❖ Did you develop your students' disposition and proficiency needed for communicating ideas and feelings?
- ❖ Do your students respond to, interpret, and evaluate a work of art (DBAE)? Do they answer the question "What is the art saying to you?" For EAYA, did your students also look at visual culture and design?
- ❖ Did you do a thorough analysis of your students' ability to do the above?

## e. Reflection (R)

- ❖ Did you communicate persuasively about pedagogical decisions made before, during, and after instruction?
- ❖ Did you describe your practice accurately?
- ❖ Did you analyze fully and thoughtfully?
- ❖ Did you reflect insightfully for future teaching?
- ❖ Did you seek ways to improve your practice?
- ❖ Did you promote student learning?

## f. General Information (GEN)

- ❖ There must be evidence of teacher-to-student AND student-to-student communication. The more important of the two is the student-to-student.
- ❖ There must be evidence of student critic and the creative process (art making).
- ❖ Goals must have sequential implementation.
- ❖ Goals need to be stated and obvious in the instruction.
- ❖ The reflection must show depth. Something substantial needs to be recommended for change in the lessons presented.

## **Component 4: Effective and Reflective Practitioner**

*Do the forms and collect the evidence before beginning work on the written commentary.*

### **a. Knowledge of Students (KOS)**

- ❖ Have you collected statistical, anecdotal, and empirical evidence?
- ❖ Did you talk to previous teachers, school counselors, special education staff, ESOL staff, and other professionals?
- ❖ Did you survey parents to find out about technology available at home (e.g., internet access, laptops, cell phones), study habits, social concerns, etc.?
- ❖ Did you survey students to find out about the same things as you would with parent surveys as well as learning styles, interests, participation in activities, etc.?
- ❖ Did you get all you can from permanent records and administrative sources; e.g., attendance records, previous grades, standardized test scores, pertinent medical records?
- ❖ Did you include information that you collected at the beginning of the year as well as later in the year? (The assessor needs to know that you could adjust your teaching based on the knowledge you have about the class at any time during the year including the first week.)

### **b. Use of KOS (USE)**

- ❖ Did you use the information collected to describe the entire class?
- ❖ Did you cite specific details from the attached evidence in your description in the answer to question 2 on the Group Profile and Information Sheet?
- ❖ Did you analyze and synthesize the information to discern patterns from the information you attached?
- ❖ Did you note those students who are outliers from the general pattern of the class for each trait you used in the whole class description?
- ❖ Did you analyze all the information to determine what was useful in describing the class?
- ❖ In selecting the pertinent information to use in the description, did you think outside the box? Remember: It is hard for students to do word problems if they are unable to read; spatial relations covered on standardized math tests may give information that is important concerning students' artistic abilities; patterns which are tested in science and math often show up in music; analysis in social studies relies upon the ability to read both print and non-print text and analyze data; students have difficulty analyzing literature if they do not understand society, culture, and history.

- ❖ Did you not only rank the information from most to least important but also tell how you made that determination?
- ❖ Did you connect the visual arts with other subject areas?

## c. Goals and Connections (G/C)

- ❖ Did you tie the assessments to the goals and to the needs of this class of students at this point in time?
- ❖ Did you use these sentence stems for the last question on the Instructional Context Form: "The formative assessment ties to the goals because..."; "The formative assessment ties to the class' strengths/needs because..."; "The summative assessment ties to the goals because..."; "The summative assessment ties to the class' strengths/needs because..."?
- ❖ Do the strengths or needs you used in the sentence stems clearly show up in your description of the class in question 2 on the Group Profile and Information Sheet?
- ❖ Does your summative assessment cover all your goals, either directly or indirectly?

## d. Assessments (ASMT)

- ❖ Did you tell in the commentary how you used the class' description in planning for the **types** of assessment you would use; e.g., visual, hands-on, written, auditory, etc.?
- ❖ Will the assessments give you measurable data that can be reported in some way, usually in a spreadsheet?
- ❖ If you used a rubric, is it tied directly to the goals and will it measure each goal separately?
- ❖ Did you tell how you guaranteed that the assessment **results** are fair, consistent, and accurate?
- ❖ Did you use the general stages of artistic development as a guideline to inform and modify instruction?

## e. Analysis and Use of Data (AUD)

- ❖ Did you cite specific details from the results of the assessments when you presented your analysis in the commentary?
- ❖ Did you describe patterns of learning regarding the goals and note outliers when you discussed the results of the assessments?
- ❖ Did you tell how you altered instruction because of the formative assessment results?
- ❖ Did you tell how the summative assessment results impacted/will impact instruction of future units?
- ❖ Did you tie the alterations/future plans to the results, goals, and class description?

**f. Feedback (FB)**

- ❖ Can you describe clearly how the results of the assessments provide feedback to the students in a form they can use to improve their learning? For example, does the rubric have an individual criterion focusing on each part of the goal; does the rubric have clear descriptors so the student knows precisely what must be done to move to the next level; how does a student know why one answer is better than another on a multiple choice test?

**g. Student Self-Assessment (SSA)**

- ❖ Is the self-assessment example developmentally appropriate; i.e., kindergarteners probably just state how they think they are doing while seniors also give rationale for the decision and pinpoint perceived weaknesses/strengths?
- ❖ Did you clearly state how this helped drive your instruction and planning for the unit from that point forward?
- ❖ Did you methodically evaluate student learning and the visual arts program?

**h. Professional Learning Need (PLN)**

- ❖ Does your professional need highlight something that was **learned** by you or your colleagues or both you and your colleagues?
- ❖ Did you answer these questions with question 1 on the Professional Learning Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- ❖ Did your answer to question 2 on the Professional Learning Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?
- ❖ Did you seek ways to improve instructional assessment practices that will lead to improvements in student learning and visual arts programs?

**i. Student Need (SN)**

- ❖ Does the student need highlight something that was **needed** but out of the ordinary?
- ❖ Was the need school-wide or class specific or even student specific? Did you state this in the commentary?
- ❖ Did you answer these questions with question 1 on the Student Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?

- ❖ Did the action you took require collaboration, leadership, and/or advocacy on your part? (While the directions and the guiding questions often use just the word "collaboration," any of these is appropriate for this section.)
- ❖ Do you know what true collaboration entails?
- ❖ Did your answer to question 2 on the Student Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?

### **j. Reflection (R)**

- ❖ Did you tell how effective your efforts at gathering information for knowledge of students was for this class?
- ❖ Did you discuss what you could have done better or differently or more efficiently? Did you discuss what other types of information you might have gathered?
- ❖ Did you discuss the effectiveness of your assessments in measuring your students' performance and what you learned about effective assessment during the unit?
- ❖ Did you discuss what you could have done better or differently or more efficiently in terms of the assessments (including self-assessments)?
- ❖ Did you discuss the impact on both your professional learning and work to meet student needs? (Even though the commentary has only one question in the reflection section about this, you want to discuss both aspects.)
- ❖ Did you discuss specific future plans relating to the above parts?
- ❖ Did you answer the question of why for each of the above questions in this section?