

Assessment of Student Learning Plan (ASLP): Art Education

2015-16 Academic Year

University of Southern Maine

A. College, Department, Date

<i>College</i>	CAHS
<i>Department</i>	ART/Art Education
<i>Date</i>	May 9, 2016

B. Contact Person for the Assessment Plan

Kelly Hrenko, Associate Professor of Art Education

Kim Grant, Associate Professor and Chair of the Art Department

C. Degree Program

BFA with concentration in Art Education

D. Assessment of Student Learning: Program Assessment

- a. *Do you have your student learning outcomes published on your department's website? No*

Student Learning Outcomes¹

In Art Education:

1. Students will understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for their students. (**Pedagogical Content Knowledge: Integrating Content and Pedagogy**)
2. Students will demonstrate multiple instructional strategies and teaching practices based on k-12 student development of critical thinking, problem solving, engagement, and collaborative learning. (**Inquiry Based Teaching and learning**)
3. Students will exhibit their place, and understanding, in the field of art education as a life-long learner. (**Scholarship of Teaching and Learning: Grounding Practice in Theory and Research**)

¹ For Indicators of each outcome- see attachment.

4. Students will model respect and understanding for individual learning differences in their students, and work to accommodate each students' needs. (**Diversity of Learners**)

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year.***

Art education students are consistently assessed using state (MDOE) and program (INTASC) teaching standards. All four of the above SLOs are assessed, beginning each fall semester with students in the introduction to art education courses (AED 221 , AED 222) then spring (AED 321) and finally culminating with the capstone course and internship (AED 421, EDU 324, AED 400) spanning both fall/spring semesters.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? **Yes***

- (**See attached map**)

- ii. If yes, do you have this map published on your website? **No***

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that are used to determine whether students achieved the stated learning outcomes for the degree.*
- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement.*

(SEE CURRICULUM MAP)

The Art education faculty and School of Education faculty, (using the attached teaching standards rubric), assess ten teaching standards, of which I've consolidated into the four art education objectives above. Assessment of corresponding objectives is done each semester as students move through the art education coursework. All art education students are required to have met the teaching standards by their final semester. The art education program is set up to scaffold the standards through the sequence of courses in a way that allow students the opportunity to achieve each one through various course assignments, field work, research and teaching. The achievement of standards is documented in their electronic portfolios- that they establish in their first semester in the art education program (AED 221). They document the met teaching standards on their portfolios each semester, so by the end they have a record of growth and achievement.

Students in the art education program are evaluated on all four learning objectives throughout the two-year cycle of art education coursework.

Students in AED 221 (art education practicum) and AED 222 (artlab) are first assessed, beginning each fall semester, on objectives one and two as reflected in their teaching assignments (on and off campus

k-12 teaching) and curriculum development expected as part of both courses. (Direct measures: creating and teaching lesson plans to k-12 youth as observed field experience. Indirect measures: weekly reflections, evolution of teaching portfolio and corresponding content: teaching philosophy, lesson plans developed and revised each semester)

Students in AED 321 are assessed on objective three as part of a research paper and presentation on art education issues and contemporary practices, beginning Spring 2016. (Direct measures: paper, research presentation. Indirect measures: weekly reflections, evolution of teaching portfolio and corresponding content: teaching philosophy, lesson plans developed and revised each semester)

Students are measured for all four SLOs during their last two semesters in the art education program. These two semesters include the completion of internship and/or student teaching credits as aligned with the program's year-long capstone course (courses: AED 421/400 and EDU 324). (Direct measures: Passing state praxis exam for k-12 license, collection of student studio and teaching examples for capstone exhibit, Performance evaluations from mentor teachers based on over 400+ hours of teaching experience in k-12 or community art programs, Indirect measures: weekly reflections, evolution of teaching portfolio and corresponding content: teaching philosophy, lesson plans developed and revised each semester- finalized in AED 421/400 and then used as capstone portfolio and job portfolio)

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*
- b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*
- c. *Date of most recent program review/self-study?*

The art education program has one full time faculty and one part-time faculty in charge of teaching and overseeing student learning. At the end of each semester/art education class, the students are required to present their portfolios and share the growth made towards the required learning objectives and teaching standards. Both art education faculty, peers and mentor teachers all review the portfolios with each student and provide feedback and direction on further growth. After the last class is taken by students (AED 421/400) the students formally present all their learning – from the last 4-6 semesters of work-- and the art education faculty, along with input from mentor teachers in k-12 or community settings use the portfolio to assess graduation from the program.

Changes are made semester by semester based on the challenges articulated by the students when presenting their portfolios. The Art education program has added two new courses in order to better meet the needs of program objectives and School of Education required standards. Students were asking for more teaching practice and lesson plan support. So AED 222 and AED 400 are new classes that provide students with additional experience, and help them better meet the required AED/SED standards.

The art education program conducted a self-study in preparation for accreditation review this past year 2015-16. At that time the curriculum, assignments and sequence of classes were evaluated and updated.

E. Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

See the Art department form for newly developed department assessment related activities.

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student-learning outcome that is related to any community engagement activities? If so, please state the outcome. Yes

b. Please indicate what community engagement activities are included in your program’s curriculum, and whether the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>
Internship, or a Field Experience	R
Independent Study (community-related project)	R
Capstone Course (community-related project)	R
Service-Learning (a component of a course)	R
Interdisciplinary Collaborative Project (community related)	O
Other Activities (not mentioned above): 28 weeks(400+ hours) of teaching experience in k-12 classrooms or community based art programs.	

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: AED 221, AED 222

Mid-level courses: AED 321

Upper-level courses: AED 421, EDU 324, AED 400

AED SLO	AED Class	Indirect Measures	Direct Measures
<p>(1) Students will understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for their students.</p> <p>(Pedagogical Content Knowledge: Integrating Content and Pedagogy)</p>	AED 221 (FALL)	<p>Weekly readings and group discussions</p> <p>30 hours of Field work in k-12 and art community classrooms</p>	<p>Teaching reflection</p> <p>Lesson plan developed based on field work</p> <p>Praxis Exam (1)</p>
	AED 222 (FALL & SPRING)	Weekly curriculum development:	<p>Weekly teaching reflection</p> <p>Teach two LPs to community youth</p>
	AED 421/ EDU 324 (FALL & SPRING)	<p>Weekly curriculum development</p> <p>Develop, teach and document a diversity of k-12 student projects for capstone exhibit</p> <p>400+ hours of teaching experience in k-12 art programs.</p> <p>Develop and teach lesson plans developed and revised each semester</p>	<p>Weekly teaching reflections</p> <p>Praxis Exam (2)</p> <p>Teaching philosophy</p> <p>10 teaching standards assessed & documented through electronic portfolio (Rubric)</p> <p>Performance evaluations from mentor teachers (Rubric)</p>
	AED 421/ AED 400 (FALL & SPRING)	<p>400+ hours of teaching experience in community art programs,</p> <p>Develop, teach and document a diversity</p>	<p>10 teaching standards assessed & documented through electronic portfolio (Rubric)</p> <p>Performance evaluations from mentor teachers</p>

		<p>of community student projects for capstone exhibit</p> <p>Weekly curriculum development</p> <p>Develop and teach lesson plans developed and revised each semester</p>	<p>(Rubric)</p> <p>Teaching philosophy</p> <p>Capstone exhibit of student and personal artwork</p>
<p>(2) Students will demonstrate multiple instructional strategies and teaching practices based on k-12 student development of critical thinking, problem solving, engagement, and collaborative learning.</p> <p>(Inquiry Based Teaching and learning)</p>	AED 221 (FALL)	30 hours of Field work in k-12 and art community classrooms	Write weekly posts on course content, theory, and practices.
	AED 222 (FALL & SPRING)	<p>Begin to understand personal philosophy of art education through the practice of teaching</p> <p>Teach after school community youth art classes, with varying abilities, ages and cultural understandings</p>	<p>Write reflection on personal evolution of teaching practices week to week.</p> <p>Draft teaching philosophy</p>
	AED 421/ EDU 324 (FALL & SPRING)	<p>Evolve Teaching Philosophy</p> <p>Practice teaching techniques learned in class reading/guest lectures</p>	<p>Re draft/update teaching philosophy</p> <p>Teaching standards assessed in Teaching portfolio (Rubric)</p> <p>Write curriculum that is multimodal and broad range of covers k-12 art content areas</p>

	AED/ 421/ AED 400 (FALL & SPRING)	Evolve Teaching Philosophy Practice teaching techniques learned in class reading/guest lectures	Re draft/update teaching philosophy Teaching standards assessed in Teaching portfolio (Rubric) Write curriculum that is multimodal and broad range of covers k-12 art content areas
<p>(3) Students will exhibit their place, and understanding, in the field of art education as a life-long learner.</p> <p>(Scholarship of Teaching and Learning: Grounding Practice in Theory and Research)</p>			
	AED 321 (SPRING)	30 hours of Field work in k-12 and community Curriculum development based on class and field work	Weekly teaching reflections Research paper and presentation on art education topic
	AED 421/ EDU 324 (FALL & SPRING)	Over 400+ hours of internship hours in a k- 12 placement	Weekly reflections, video recordings of teaching, documented mentor and supervisor feedback on 10 teaching standards. (Rubric)
	AED 421/ AED 400 (FALL & SPRING)	Over 400+ hours of internship hours in a community arts placements	Weekly reflections, video recordings of teaching, documented mentor and supervisor feedback on 10 teaching standards. (Rubric)

<p>(4) Students will model respect and understanding for individual learning differences in their students, and work to accommodate each students' needs.</p> <p>(Diversity of Learners)</p>			
	<p>AED 421/ EDU 324 (FALL & SPRING)</p>	<p>Complete one service learning project in each elementary and HS classroom placements</p> <p>Articulate adaptations and differentiation in all k-12 lesson plans</p> <p>Attend community events, parent teacher conferences, school community fundraisers</p>	<p>Develop, teach and document a diversity of k-12 student projects for BFA Art Ed capstone exhibit</p> <p>Create Lesson plans based on diversity in culture, ability, motivations, age and community</p> <p>Teach LPs with adaptations and differentiation included</p>
<p>AED 421/ AED 400 (FALL & SPRING)</p>	<p>Complete one service learning project in each community placement</p> <p>Create Lesson plans based on diversity in culture, ability, motivations, age and community</p> <p>Attend community events, fundraisers.</p> <p>Articulate adaptations and differentiation in all k-12 lesson plans</p>	<p>Teach and document a diversity of community art student projects for BFA Art Ed capstone exhibit</p> <p>Document LPs/curriculum created and taught</p> <p>Teach LPs with adaptations and differentiation included</p>	