

CALIFORNIA STATE UNIVERSITY NORTHRIDGE

Department of Secondary Education

S ED 525A Methods for Teaching Art, Fall 2024

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Office Hours: Thursday 45 pm (Zoom appointment required) or Wednesday following class

Website: <https://canvas.csun.edu/courses/153484>

CSUN SED 525A

Prerequisite: Restricted to candidates officially admitted to the credential program or already possessing a teaching credential. This teaching methods course addresses strategies for teaching art in grades K-12, including the use of instructional technologies and developing disciplinary literacy. The course emphasizes pedagogies that are inclusive and equitable for diverse student populations. California curriculum standards, assessment, and the California Visual Arts Framework will be addressed. Candidates will be supported in creating unit lesson plans that will enable the candidate to teach a full-year art course.

CONCEPTUAL FRAMEWORK

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, monitor candidate growth, and inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

STUDENT LEARNING OUTCOMES OF THE CREDENTIAL PROGRAM

Single Subject Candidates will demonstrate proficiency in the major domains of the California Teaching Performance Expectations (TPE) at three levels: Introduce (I), Practice (P), and Assess (A). These levels will be identified in the course assignments and weekly agenda section of the syllabus.

- Engaging and Supporting All Students in Learning (TPE 1)
- Creating and Maintaining an Effective Environment for Student Learning (TPE 2)
- Understanding and Organizing Subject Matter for Student Learning (TPE 3)
- Planning Instruction and Designing Learning Experiences for all students (TPE 4)
- Assessing Student Learning (TPE 5)
- Developing as a professional educator (TPE 6)
- Effective Literacy Instruction for All Students (TPE 7)

STUDENT LEARNING OUTCOMES

- Demonstrate the ability to teach California Visual Art Standards, Common Core Standards, and California ELD Standards and apply these in planning and teaching. (SLO 1)
- Develop an increasing awareness of art education as a profession and of the issues and challenges that face members of the profession today and in the years ahead. (SLO2)
- Develop individual professional goals and refine a personal philosophy of art education. (SLO3)
- Develop skills in curriculum building, long and short-term goals, lesson planning, teaching methods, and styles. Develop strategies and instruments to assess student progress and the effectiveness of art instruction. (SLO4)
- Develop an understanding of the diverse learners in California Public Schools in the context of teaching visual art. (SLO5)
- Develop the ability to teach connections and relationships between arts and disciplines outside the arts. (SLO6)

ASSET-BASED PEDAGOGY FOR TEACHER CANDIDATES

- **Goal 1:** TC will be able to understand how to use and infuse asset-based pedagogies in their daily work.
- **Goal 2:** TC will be able to prepare and deliver instruction that values and engages multiple identities and centers marginalized communities' contributions and voices.
- **Goal 3:** TC will be able to conduct ongoing and continuous structural interrogations of racism and colonialism to build their own and their students' sociopolitical consciousness

Assumptions that Guide this Course (adopted from Dr. Mark Graham, BYU, Art Ed)

1. You may be the most important and influential artist your students will know.

2. The most powerful influence in art education is the art teacher.
3. Art has the potential to enrich and give life meaning. Art education is infinitely inspiring and intersects with many other disciplines.
4. Curriculum emerges from complex interactions among teachers, culture, social issues, students, and art. Curriculum and teaching are research experiments and evolving conversations.
5. Teaching is Transformative: Teaching and learning is a collaborative endeavor with the potential to connect teachers and students to the big ideas of art and life.
6. Art is a profound medium for understanding the experiences of others.
7. Engaging with communities of practice and scholarship, such as CAEA/NAEA, can critically inform teaching and learning.

REQUIRED READINGS

1. Sickler-Voigt, D. C. (2019). *Teaching and Learning in Art Education: Cultivating Students' Potential from Pre-K through High School*. Routledge.
 - a. Free Download at CSUN Library <https://doiorg.libproxy.csun.edu/10.4324/9781351000963> (<https://doi-org.libproxy.csun.edu/10.4324/9781351000963>)
 - b. <https://www-taylorfrancis-com.libproxy.csun.edu/pdfviewer/>
 - c. Purchase on Amazon <https://a.co/d/5QBgOwn>
2. Northington, T. (2024). *Cultivating Critical Conversations in Art Education* (C. Stewart, E. Burke & L. Hochtritt, Eds.) (1st ed.). Teachers College Press. Link to purchase on Amazon. <https://www.amazon.com/Cultivating-Critical-Conversations-Art-Education-ebook/dp/B0BZ927HLS>
3. California Common Core State Standards
 - a. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>
4. California Teaching Performance Expectations
 - a. <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs2016.pdf>
5. California Visual Arts Framework
 - a. <https://www.cde.ca.gov/ci/vp/cf/documents/caartsfwchapter7.pdf>
6. MANIFOLD, M. C. (2017). *Art Themes: Choices in Art Learning and Making*. Indiana University Press. <https://doi.org/10.2307/j.ctt2005vqs>
 - a. Free Download on CSUN Library at https://csun.un.primo.exlibrisgroup.com/permalink/01CALS_UNO/1debe11/alma991072202788002901
 - b. Also available for download or online reading at <https://www-jstor-org.libproxy.csun.edu/stable/j.ctt2005vqs>

Recommended Readings

1. Stewart, Connie (Connie Crosby), et al., editors *Cultivating Critical Conversations in Art Education : Honoring Student Voice, Identity, and Agency*. Teachers College Press, 2024.

- https://csu-un.primo.exlibrisgroup.com/permalink/01CALS_UNO/1debe1l/alma991012747505602914
2. Teachers, A. A., Liz, P., Birhanu, A., Latimer, K., Santos, L., Slade, T., & Wells, A. (2023). *Anti-Racist Art Activities for Kids: 30+ Creative Projects that Celebrate Diversity and Inspire Change*.
 3. Heijnen, E. (2021). *Wicked Arts Assignments: Practicing Creativity in Contemporary Arts Education*. Digital chapter request through CSU library https://csu-un.primo.exlibrisgroup.com/permalink/01CALS_UNO/1un59ni/cdi_globaltitleindex_catalog_276800349
 4. *Teaching Artist Handbook: Volume 1: Tools, Techniques, and Ideas to Help Any Artist Teach* by Nick Jaffe, Becca Barniskis, Barbara Hackett Cox
 5. Barrett, Terry. *Crits: A Student Manual* First edition., Zed Books, 2021, Available to check out in CSUN Library <https://doi.org/10.5040/9781350041622>
<https://ebookcentral.proquest.com/lib/csun/reader.action?docID=6933910>
 6. Feldman, Edmund Burke. *Philosophy of Art Education*. Prentice Hall, 1996. Available to check out in CSUN Library https://csu-un.primo.exlibrisgroup.com/permalink/01CALS_UNO/1uh4jr6/alma991011946899702914
 7. Why We Make Art: And Why is it Taught? (read for free at CSUN Library https://csu-un.primo.exlibrisgroup.com/permalink/01CALS_UNO/1j2n3v/cdi_proquest_ebookcentral_EBC283021
 8. Sheridan, K. M., Veenema, S., Winner, E., & Hetland, L. (2022). *Studio Thinking 3: The Real Benefits of Visual Arts Education*
 9. Mark. *Reimagining the Art Classroom: Field Notes and Methods in an Age of Disquiet* 1st ed., Intellect, Limited, 2024. https://csu-un.primo.exlibrisgroup.com/permalink/01CALS_UNO/1un59ni/cdi_globaltitleindex_catalog_434464388 (available through interlibrary loan)
 10. Marshall, Julia, et al. *Teaching Contemporary Art with Young People: Themes in Art for K-12 Classrooms*. Teachers College Press, 2021. Access digitally through the CSU library https://csu-un.primo.exlibrisgroup.com/permalink/01CALS_UNO/1un59ni/cdi_globaltitleindex_catalog_314124921
 11. Asset-Based Pedagogies (California Department of Education) <https://www.cde.ca.gov/ci/pl/assetbasedpedagogies.asp>

Materials Needed

Sketchbook or notebook to take notes on readings (digital or paper)

Old book or discarded book pages for Altered Book visual note strategy (you will be drawing in this book all semester)

Art supplies to alter the book (sharpies, markers, watercolor, or student choice)

Any materials needed to create and teach a lesson you develop (TBD)

Textbook and readings, digital or physical copies, as you prefer

CONTENT AND THEMES OF THE COURSE

THEORIES and THEMES

- The Teaching Artist: How personal artistry intersects with curriculum and teaching.
- Curriculum and Theories of Teaching and Learning: How the constraints of curriculum design enable the emergence of complex thinking.
- Standards and Assessments in Art Education: How Standards and Assessments shape lesson design and inform teaching practice.
- Asset Based Pedagogy
- Diversity, Inclusion, Equity: How art and teaching create equitable spaces for all students, recognize marginalized voices, teach and design culturally relevant lessons that consider Identity, Culture, Community, Empathy, Justice, and Activism
- Support students with Special Needs and English Learners: Working with English Language Learners and supporting students with disabilities.
- Art Classroom Management: Strategies for organization, purpose, and functional spaces

ESSENTIAL QUESTIONS GUIDING THE COURSE

1. What are the characteristics of good teaching? What does an art teacher teach? How do they teach it? How do they know if their teaching works?
2. What does the art teacher need to know and be able to do?
3. What does an anti-racist pedagogy in art education look like?
4. How can a teacher's artistic practice inform their teaching, and their teaching inform their artistry?
5. How do art educators decenter traditions of art-making while also teaching techniques?
6. How can learning environments be constructed to foster inclusivity and creativity to encourage meaningful artmaking?
7. How do educational standards and notions of foundations inform art education?
8. How can the study and making of art build bridges of understanding to others, especially those historically oppressed, silenced, or excluded?
9. How can cultivating critical conversations in art education create spaces for new ideas to flourish in the classroom?

DISABILITY RESOURCES

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the NCOD: Deaf and Hard of Hearing Services department. The DRES office is in Bayramian Hall 110 and can be reached at (818) 677-2684. NCOD: Deaf and Hard of Hearing Services is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations, please contact me to schedule an appointment.

ATTENDANCE and PARTICIPATION

To be productive, this class requires significant participation from all members. This includes contributing to whole-class and small-group discussions, providing thoughtful feedback on classmates' work, and coming to class prepared with assignments completed. Please avoid scheduling conflicts with class sessions and arrive promptly out of respect for others. When in class, you are expected to be fully "present" (e.g., not engaged in nonclass use of electronic devices) and to be sensitive and respectful in your feedback to classmates. The Participation component of your grade will reflect holistically how well you meet these expectations. Absences and lateness will affect your Participation score because you can't participate when absent.

COURSE ASSIGNMENTS AND GRADING

Assignment Name	Points
● Fully developed Contemporary Art Unit Plan with a series of connected lessons (4-6 weeks of instruction)	20
<ul style="list-style-type: none">● Participation in discussions, teaching activities, and online discussions<ul style="list-style-type: none">● Design sample classroom layouts- maps and explanations of seating arrangements● Teaching Philosophy Statement Videos● Reading response discussion in class● Share the completed AI lesson project and reflection in class● Altered book as a site of reflection on readings and course ideas● Textual Lineage of an Artwork (Padlet)	50
<ul style="list-style-type: none">● Teach a Lesson from the unit plan to students	20
<ul style="list-style-type: none">● Reading Reflections	30
<ul style="list-style-type: none">● Pecha Kucha presentation of personal artistic practice	10
<ul style="list-style-type: none">● Collection of 10 Published Lessons unified by a theme	10
<ul style="list-style-type: none">● Translate one published lesson into edTPA format	5
<ul style="list-style-type: none">● Create an AI-generated lesson plan with teachable components	5

Total Points Possible	150
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GRADING

This course uses standardsbased grading on assignments or **Equitable Grading Practices** . The goal of the grading is to offer students clear guidelines on how to meet the standard for each type of assignment, offer feedback, and encourage revisions, if necessary, to grow. A specific rubric for each assignment will be provided in Canvas. Manyschool districts utilize this grading strategy, which students may be asked to implement in a present or future classroom. The translation to a letter grade can seem vague because it involves the holistic application of a rubric to an assignment. Here is a clear method to understand the grading practice.

Please review the minimum scores for each assignment based on the work submitted. Each assignment must demonstrate clear, solid evidence of the task. Specific guidelines and rubrics will be provided for each assignment.

Some Assignments will be graded using a Proficiency Scale

Advanced = Clear, solid evidence (100% assignment points awarded for assignment)

Proficient = Some, limited evidence (80% assignment points awarded on assignment)

Approaching Proficiency = Minimal or no evidence (60% assignment points for assignment; revision of assignment will be requested to raise grade)

Letter Grades (all grades rounded up .5 to the next highest grade)

100-93% A	90-92.4% A-	87-89.4% B+	83-86.4% B	80-
82.4% B-	77-79.4% C+	73-76.4% C	70-72.4% G	
55-69.4% D	>55% F			

LATE WORK AND REVISIONS

Reading Responses are due the Tuesday night before the next class meets. All other projects and assignments are due in Canvas. Assignments are left open with a oneweek grace period after the due date. They cannot be turned in after the grace period. Oncethe assignment is completed, you may revise based on feedback for a higher score, should you choose to.

DESCRIPTION OF ASSIGNMENTS

Reading Reflections are due at weeks 8 and 16. Revisions are allowed once per reflection. For each reflection, use examples and supporting details to thoroughly and thoughtfully answer the following questions:

- 1) What were the most important ideas presented by the author(s)?
- 2) Which passages seemed particularly meaningful to you and why were they meaningful?
- 3) How might you apply some of the main ideas to your teaching practice?

Collection of 10 Published Lessons

Students will develop a broad understanding of the role of Big Ideas and Themes in creating unified instructional strategies that connect student learning. Building on a theme or Big Idea from contemporary artistic practices, students will research published sources in art educational content from class readings, cultural institutions, museums, K12 schools, and universities to create a PDF with 10 lessons from a variety of sources (3 minimum) that are connected and related, aligned to the CA Visual Arts Framework, support student choice, differentiation, culturally responsive approaches to artmaking while sharing distinct approaches, artistic understandings, and perspectives.

edTPA Lesson Plan

The object of this assignment is for students to practice completing an edTPA daily lesson plan based on a lesson from the Collection of 10 Published Lessons Assignment adapted to specific classroom needs. Pay close attention to the Lesson Narrative under the PREPARATION tab for your specific lesson, as well as the Lesson Synthesis under the LESSON tab. Please use the official edTPA template provided to complete the lesson plan. This lesson plan will be scored based on the completeness and accuracy of each component in the template.

Contemporary Art Big Idea focused Unit Plan

Students will create a unit plan with a series of connected lessons related to a Big Idea or Theme in Contemporary art and use multiple artistic voices from a range of perspectives as starting points. The unit and each lesson within will align to the big ideas, the four core principles of the CA Visual Arts Framework; Creating, Responding, Presenting, and Connecting strands, as well as identify key TPE standards and ELA/ELD standards relevant to the instruction. Units must focus on inclusive practices and multiple strategies in formative and summative assessments to measure student outcomes throughout each lesson in the unit. Students will share this unit for feedback with their peers, as well as contribute the unit to a shared folder of resources to distribute resources within our classroom community of educators. Lesson design will utilize the CSUN Art Education unit plan template, with all sections addressed thoroughly. The goal of the unit is to have an entirely teachable series of interconnected lessons to use in your classroom spanning approximately 3-6 weeks of instructional time.

Teach a Lesson with Students)

525A Students will teach one of their lessons from the Unit Plan with a live student (high school or university) audience. The lesson duration is 20-30 minutes and must include an introduction, a Creating, Connecting, Responding, or Presenting activity, and a brief assessment aligned to the CA visual arts framework. Lesson materials must be provided by the teacher.

*Students have the option to teach the lesson within the 525A classroom or at ArTES Magnet in San Fernando to a high school class with prior arrangements made with the professor.

Your grade will be based on preparation to teach the lesson, pacing of the lesson, connection to the CA Visual Arts Framework, and communication with the class. Feedback about student

learning will be collected at the end of the lesson. This assignment will take place over two weeks and must be completed within that time frame.

Pecha Kucha Presentation of Personal Artistic Practice (Teacher as Artist)

PechaKucha (Japanese: ペチャクチャ , IPA: [petɕa kOɕɕa], chit-chat) is a storytelling format in which a presenter shows 10-15 slides for 20 seconds of commentary each with a maximum speaking time of 5 minutes. You will create a Pecha Kucha presentation of your artwork. The slides are images only, no text. You can show sketches, finished artworks, and works from any time in your life (childhood work, current work.) You will narrate the story by speaking over the slides as they advance. This is a chance to share and/or define your identity as an artist-teacher, highlighting how your artistic practices influence your work within art education.

Create an AI-Generated Lesson Plan

Artificial Intelligence is a new tool that can ease teacher workload. By learning how to collaborate with AI in lesson design, you will create a series of prompts that lead to a teachable art lesson, aligned to the CA Visual Arts Framework, with slides, a rubric for assessment, a list of required materials, relevant artists, discussion questions, and other essential elements. You will test the effectiveness of the lesson by creating the artwork and completing the lesson components (as if you were the student). You will share your artwork, artifacts and reflections in class.

Participation

Participation in class discussions, graded Canvas discussion posts, interactions with peers, and art-making or sharing activities in class are essential for understanding an art educator's requirements. You are expected to attend each class, prepared by completing the readings and responding to the chapters assigned in the Reading Responses, reflecting, and sharing as appropriate in class. You will be expected to create videos on your teaching philosophy at the beginning and end of the semester, design maps and classroom management strategies to build community and collaboration, and share your AI artifact based on your lesson design. Additionally, as an art-making practice, we will alter a book each week, working in a section to visually respond to the texts we read the previous week. This will be done independently and in small groups to facilitate dialogue and deepen our shared practice as an educator community.

As a community with many lived experiences, cultures, viewpoints, and beliefs, we must work collaboratively and respectfully, listening to seek understanding, sharing from our positions, and presuming positive intentions in all our interactions within this educational space. We embody the teaching and learning practices we plan to implement in our classrooms.

Course Schedule

Week 1	August 28
Area of Focus	What is your Why? Interrogating your past influences in art to develop a philosophy that guides your teaching practice
Teacher Preparation Expectation (TPE)	6.1 Reflect on Teaching Practice (Introduce) 6.3 Establish Professional Learning Goals (Introduce) 3.4 Plan for effective subject matter instruction individually and in collaboration (Introduce) 4.8 Use digital tools and learning technologies (Introduce, Practice) 7.6 Meaning Making. Engage students in reading, listening, speaking, writing, and viewing.
Class Activities	<ul style="list-style-type: none"> ● Read “Story as Pedagogy, Narrative as Co-Inquiry with teachers, students and communities” (chapter 30) in <i>Cultivating Critical Conversations in Art Education</i> by Dr. Pamela Lawson. <ul style="list-style-type: none"> ● Use an altered book strategy ● Read the TPE framework. ● Identify TPE areas of personal strength and growth. ● edTPA lesson template review ● Develop a philosophy of art education video that addresses your experiences in art ed. How can you incorporate some aspects of Anti-Racism into your future practice? <ul style="list-style-type: none"> ● Identity – Who you are and what makes you unique. ● Culture – Your way of life and honoring what others value about theirs. ● Community – Connecting to people and places. ● Empathy – Understanding others and having compassion. ● Justice – Making a society that is fair for all. ● Activism – Creating change and transforming our communities. ● Share on Padlet
Assignment due 9/3	Reading Response 1 + Discussion Post 1: Initial ideas for Unit Plan
Week 2	September 4
Area of Focus	Unit Plan Overview + Themes in Lesson Design
Teacher Preparation Expectation (TPE)	1.1 Apply Knowledge of Students (Introduce, Practice) 1.3 Connect subject matter to real-life contexts (Practice) 1.4 Use a variety of instructional strategies, resources, and technology (Practice) 1.5 Promote critical and creative thinking (Practice) 1.7 Provide opportunities in visual arts (Introduce) 2.1 Promote student social-emotional growth and development (Introduce) 3.1 Demonstrate knowledge of subject matter and standards (Introduce, Practice) 3.2 Use the Knowledge of students to organize curriculum (Introduce, Practice) 3.3 Plan, design, implement, and monitor instruction (Introduce, Practice) 3.4 Plan for effective subject matter instruction (Introduce, Practice) 3.7 Model and develop digital literacy by using technology (Introduce, Practice) English Language Development Related to Art Pedagogy (Introduce) 4.1 Locate and apply information about students' current academic status (Introduce) 4.4 Plan, design, implement, and monitor instruction, making effective use of instructional time to provide access to the curriculum for all students (Introduce, Practice) Skill 6. Teaching Art in a Single Subject Assignment (Introduce, Practice)

	7.5 Foundational Skill Advance students' progress in the elements of foundational skills, language, and cognitive skills (Introduce, Practice)
Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15 minute discussion of Chapter 1 ● Utilizing published resources in Art Ed, how to find great lessons and connect them to the standards, big ideas, and essential questions that guide our practice. ● Who are your students? Using student data to connect to your classroom ● Wheel of Power and Privilege/Identity Circles <ul style="list-style-type: none"> ● Consider Identity, Culture, Community, Empathy, Justice, Activism ● Recipe for a memory activity ● Collecting and Cataloging Lessons: Research to lighten your workload <ul style="list-style-type: none"> ● Determining quality in online lessons
Assignment due 9/10	Collect 10 Lessons from Published Sources, culturally responsive, inclusive, student-focused
Week 3	September 11
Area of Focus	Lessons, Standards and Assessments, the Core of Arts Instruction
Teacher Preparation Expectation (TPE)	1.1 Apply Knowledge of Students (Introduce, Practice) 1.4 Use a variety of instructional strategies, resources, and technology (Practice) 1.6 Provide a supportive learning environment for students (Introduce) 3.1 Demonstrate knowledge of subject matter and standards (Introduce, Practice) 3.2 Use the Knowledge of students to organize curriculum (Introduce, Practice) 3.3 Plan, design, implement, and monitor instruction (Introduce, Practice) 3.4 Plan for effective subject matter instruction (Practice, Assess) 3.6 Use and adapt resources to facilitate students' equitable access to the curriculum (Introduce, Practice) 3.7 Model and develop digital literacy by using technology (Introduce, Practice) 4.1 Locate and apply information about students current academic status (Practice, Assess) 4.4 Plan, design, implement, and monitor instruction, making effective use of instructional time to provide access to the curriculum for all students (Introduce, Practice) 5.3 Involve students in self-assessment and reflection (Introduction, Practice) 5.4 Use technology for communication and assessment (Practice) English Language Development Related to Subject-Specific Pedagogy (Practice) Subject Specific Skill 6. Teaching Art in a Single Subject Assignment (Introduce, Practice) 7.7 Language Development (Introduce, Practice)
Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15-minute discussion ● How to read and use the standards to drive instructional planning How to create a lesson and unit plan <ul style="list-style-type: none"> ● How the standards foster critical thinking and honoring diverse perspectives ● Using AI to create lessons (should you?) ● Utilizing tools and learning to recognize bias in AI while designing. ● Practice in designing lessons in class
Assignment due 9/17	Reading Response 2 + Rewrite a published lesson in edTPA format

Week 4	September 18
Area of Focus	Recognizing Values and Biases
Teacher Preparation Expectation (TPE)	<p>1.5 Promote critical and creative thinking (Practice)</p> <p>1.7 Provide opportunities in visual arts (Introduce)</p> <p>2.2 Create productive, diverse, and culturally responsive learning environments (Introduce, Practice)</p> <p>3.3 Plan, design, implement, and monitor instruction (Introduce, Practice)</p> <p>3.4 Plan for effective subject matter instruction (Practice, Assess)</p> <p>4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence (Practice, Assess)</p> <p>4.4 Plan, design, implement, and monitor instruction, making effective use of instructional time to provide access to the curriculum for all students (Practice, Assess)</p> <p>6.2 Reflect on values and biases(Practice)</p> <p>Developmentally Appropriate Practices in Art Pedagogy, Skill 6 (Practice, Assess)</p> <p>7.1 Plan and implement evidencebased literacy 1,2 instruction</p> <p>7.2 Plan and implement evidencebased literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's MultiTiered System of Support (Tier 4Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention)</p>
Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15-minute discussion ● Bias test (self-reflection as a starting point) ● Understanding our own teaching and learning experiences and how they shape our expectations of a successful classroom ● Diverse, Equitable and Inclusive Workspaces <ul style="list-style-type: none"> ● What does that mean for you as a teacher? ● Culturally Responsive Art Education <ul style="list-style-type: none"> ● Fishbowl activity ● Teaching beyond the Elements and Principles of Design and the Old Masters ● Teaching challenging topics in the Art Room <ul style="list-style-type: none"> ● Using Art21 as a strategy to tackle complex topics
Assignment due 9/24	Unit Plan Draft Due
Week 5	September 25
Area of Focus	Classroom Management
Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15-minute discussion ● Implicit Bias and its impact on classroom management <ul style="list-style-type: none"> ● Strategies to help struggling students become thriving members of the class ● Scenario Role play (how to handle situations that arise in the classroom) ● Restorative conversations, classroom management, materials management, classroom jobs ● Seating arrangements, classroom jobs, expectations, and creating classroom communities <ul style="list-style-type: none"> ● Create a sample classroom layout map and explanations of seating arrangements ● Review syllabi and create a sample syllabus class activity

Teacher Preparation Expectation (TPE)	<p>2.1 Promote student social-emotional growth and development (Practice)</p> <p>2.3-2.5-2.6 Monitoring learning environments, high expectations for learning and positive behavior support (Practice)</p> <p>3.5 Adapt subject matter curriculum, organization, and planning to support subject matter knowledge of all students, including those with special needs (Introduce, Practice)</p> <p>3.6 Use and adapt resources to facilitate students' equitable access to the curriculum (Practice, Assess)</p> <p>4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to provide access to the curriculum for all students (Practice, Assess)</p> <p>4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (Introduce, Practice)</p> <p>6.5 Demonstrate Professional Responsibility (Introduce and Practice)</p> <p>7.3 Incorporate asset-based pedagogies, 4 inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction) (practicing)</p>
Assignment due 10/1	Discussion Post 2: Create and Share a sample syllabus or parent letter
Week 6	October 2
Area of Focus	Grading, Assessments, and Critiques
Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15 minute discussion ● Critiques and Critique Game Lecture ● Grading Strategies (Equity Based Grading, Rubrics, Points) ● Assessments in the art room (involving students in their learning) ● Read Student Teaching Observation Sheet (prep for observations)
Teacher Preparation Expectation (TPE)	<p>1.1 Apply Knowledge of Students (Practice, Assess)</p> <p>1.5 Promote critical and creative thinking (Practice)</p> <p>1.8 Monitor student learning (Introduce, Practice)</p> <p>2.3-2.5-2.6 Monitoring learning environments, high expectations for learning, and positive behavior support (Practice)</p> <p>3.1 Demonstrate knowledge of subject matter and standards (Assess)</p> <p>3.2 Use Knowledge of students to organize curriculum and facilitate learning (Assess)</p> <p>3.3 Plan, design, implement, and monitor instruction (Practice)</p> <p>3.4 Plan for effective subject matter instruction individually and in collaboration (Practice, Apply)</p> <p>3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards. (Introduce, Practice) (Introduce, Practice)</p> <p>4.4 Plan, design, implement, and monitor instruction, making effective use of instructional time to provide access to the curriculum for all students (Practice, Assess)</p> <p>4.8 Use digital tools and learning technologies (Practice, Assess)</p> <p>5.1 Apply knowledge of different types of assessments (Introduce, Practice, Assess)</p> <p>5.3 Involve students in self-assessment and reflection (Introduction, Practice)</p> <p>5.5 Use assessment information for communication about student progress (Introduce)</p> <p>5.8 Using Assessment Data to establish learning goals and plan (Introduce, Practice)</p> <p>Subject Specific Skill 6. Teaching Art in a Single Subject Assignment (practice, assess)</p> <p>7.8 Effective Expression. (Introduce and Practice)</p>
Assignment due 10/8	Reading Response 3 + AI-Generated lesson plan
Week 7	October 9

Area of Focus	Putting it into practice: Lesson Development and Implementation at ArTES or in the 525 classroom
Teacher Preparation Expectation (TPE)	1.1 Apply Knowledge of Students (Practice) 1.3 Connect subject matter to real-life contexts (Apply) 1.5 Promote critical and creative thinking (Apply) 1.6 Provide a supportive learning environment for students (Practice) 1.7 Provide opportunities in visual arts (Practice) 2.3-2.5-2.6 Monitoring learning environments, high expectations for learning and positive behavior support (Assess) 3.1 Demonstrate knowledge of subject matter and standards (Introduce, Practice) 4.4 Plan, design, implement, and monitor instruction, making effective use of instructional time to provide access to the curriculum for all students (Practice, Assess) 5.4 Use technology for communication and assessment (Practice) Subject Specific Skill 6. Teaching Art in a Single Subject Assignment (practice, assess) 7.9 Content Knowledge. (Practice, Assess)
Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15-minute discussion ● Teaching a sample lesson ● Students as teachers ● Utilizing assessment strategies ● Teacher Channel watch and critique 1 example each of effective and ineffective classroom management ● Utilize the Student Teaching Observation Sheet
Assignment due 10/15	Reading Response 4
Week 8	October 16
Area of Focus	Putting it into practice: Lesson Development and Implementation at ArTES or in the 525 classroom
Teacher Preparation Expectation (TPE)	1.1 Apply Knowledge of Students (Practice) 1.3 Connect subject matter to real-life contexts (Apply) Subject Specific Skill 6. Teaching Art in a Single Subject Assignment (practice, assess) 1.5 Promote critical and creative thinking (Apply) 1.6 Provide a supportive learning environment for students (Practice) 1.7 Provide opportunities in visual arts (Practice) 2.3-2.5-2.6 Monitoring learning environments, high expectations for learning, and positive behavior support (Assess) 3.5 Adapt subject matter curriculum, organization, and planning to support subject matter knowledge of all students, including those with special needs (Practice) 3.7 Model and develop digital literacy by using technology (Practice, Assess) 4.4 Plan, design, implement, and monitor instruction, making effective use of instructional time to provide access to the curriculum for all students (Practice, Assess) 4.8 Use digital tools and learning technologies (Practice, Assess) 5.4 Use technology for communication and assessment (Practice) 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision-making. (Practice, Assess)
Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15-minute discussion ● Teaching a sample lesson ● Students as teachers (TPE 1.4, 1.5, 1.7, 3.4, 3.5, 4.4) ● Utilizing assessment strategies

Assignment due 10/22	Pecha Kucha Slides (for personal artwork and artistic influences)
Week 9	October 23
Area of Focus	Teachers as Practicing Artists
Teacher Preparation Expectation (TPE)	1.3 Connect subject matter to real life contexts (apply) 1.4 Use a variety of instructional strategies, resources, and technology (Practice) 2.2 Create learning environments that are productive, diverse, and culturally responsive (Practice) 3.7 Model and develop digital literacy by using technology (Practice, Assess) 3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards. (Introduce, Practice) 4.8 Use digital tools and learning technologies (Practice, Assess) 5.4 Use technology for communication and assessment (Practice) 7.9 Content Knowledge (Practice)
Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15-minute discussion ● Pecha Kucha Share ● Creating work as an artist ● How to connect and share to build community ● Teacher Channel watch and critique 1 example each of effective and ineffective lesson introductions
Assignment due 10/29	Reading Response 5 + Final Unit Plan Due
Week 10	October 30
Area of Focus	Communication is Key
Teacher Preparation Expectation (TPE)	1.2 Maintain ongoing communication with students and families (Introduce) 1.8 Monitor student learning (Introduce, Practice) 2.3-2.5-2.6 Monitoring learning environments, high expectations for learning and positive behavior support (Practice) 3.7 Model and develop digital literacy by using technology (Practice) 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. (Practice) 5.4 Use technology for communication and assessment (Practice) 5.5 Use assessment information for communication about student progress (practice) 6.5 Demonstrate Professional Responsibility (Practice) 7.7 Language Development (Practice)
Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15-minute discussion ● Parent communication, Communication with school personnel, and Grading platforms Learning management systems ● Examples of how to effectively communicate with parents ● How to use technology to communicate ● Sample email for parent communication ● Discussion Post: Review of LMS Platforms (if you could choose one, which would you use and why?)
Assignment due 11/5	Reading Response 6 + AI

Week 11	November 6
Area of Focus	Arts Integration: Building Lessons that involve academic disciplines to support student learning across the campus
Teacher Preparation Expectation (TPE)	<p>1.4 Use a variety of instructional strategies, resources, and technology (Practice)</p> <p>Subject Specific Skill 6. Teaching Art in a Single Subject Assignment (practice, assess)</p> <p>2.2 Create learning environments that are productive, diverse, and culturally responsive (Practice)</p> <p>3.3 Plan, design, implement, and monitor instruction (Assess)</p> <p>3.4 Plan for effective subject matter instruction individually and in collaboration (Practice, Apply)</p> <p>4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills (Introduce, Practice)</p> <p>4.4 Plan, design, implement, and monitor instruction, making effective use of instructional time to provide access to the curriculum for all students (Practice, Assess)</p> <p>7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students (Intro)</p>
Class Activities	<ul style="list-style-type: none"> ● Research Arts Integration lessons in math, science, language arts, history, and social sciences <ul style="list-style-type: none"> ● Connecting across the school to build value for the arts and teach criticality ● Test out the AI lesson and share your results with the class
Assignment due 11/12	Reading Response 7
Week 12	November 13
Area of Focus	Supporting students with special needs
Teacher Preparation Expectation (TPE)	<p>1.4 Use a variety of instructional strategies, resources, and technology (Practice)</p> <p>1.6 Provide a supportive learning environment for students (Practice)</p> <p>2.1 Promote student social-emotional growth and development (Practice)</p> <p>3.5 Adapt subject matter curriculum, organization, and planning to support subject matter knowledge of all students, including those with special needs (Introduce, Practice)</p> <p>3.6 Use and adapt resources to facilitate students' equitable access to the curriculum (Practice, Assess)</p> <p>4.5 Promote student success and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.) (Introduce, Practice)</p> <p>5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. (Introduce, Practice)</p> <p>5.8 Using Assessment Data to establish learning goals and plan (Practice, Assess)</p> <p>7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students (Practice)</p>
Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15-minute discussion ● Understanding the IEP (Individual Education Plan) <ul style="list-style-type: none"> ● IEP vs. 504 Plan ● Accommodations and modifications in the art class ● How to contribute during IEP parent meetings

	<ul style="list-style-type: none"> • Working with Teaching Assistants • What special needs do our students have, and how can we support our learners? <ul style="list-style-type: none"> • English Language Learners • Gifted and Twice Exceptional students in the art room • Develop a class list of accommodations in art • Disabilities and Abilities in Contemporary Art (Art21 Reading Response) • Read and respond to Rethinking Disability in Art Classrooms (ch 15) Cultivating Critical Conversations in Art Education by Kelly M. Gross
Assignment for next class	Reading Response 8
Week 13	November 20 (Thanksgiving Week)
Area of Focus	Collaboration and Networking: Learning in Communities)
Teacher Preparation Expectation (TPE)	4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. (Introduce, Practice) 7.8 Effective Expression. (Practice, Assess)
Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15-minute discussion • Walking to discuss ideas • NAEA/CAEA • Evenings for Educators • MOCA summer PD • Huntington • Getty Education • ColLab • Social Media as an educator network
Assignment for 11/26	Discussion Post 3: Identify one professional community and create a plan to join or contribute Padlet “noticing” activity: Take a walk and document your discoveries and reflections on the reading
Week 14	November 27
Area of Focus	Using Technology to Support Instruction
Teacher Preparation Expectation (TPE)	3.1 Demonstrate knowledge of subject matter and standards (Introduce, Practice) 3.4 Plan for effective subject matter instruction individually and in collaboration (Practice, Assess) 3.5 Adapt subject matter curriculum, organization, and planning to support subject matter knowledge of all students, including those with special needs (Practice) 4.4 Plan, design, implement, and monitor instruction, making effective use of instructional time to provide access to the curriculum for all students (Practice, Assess) 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (Introduce, Practice, Assess) 7.10 Multiple Subject and Single Subject English Candidates (Assess)

Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15-minute discussion ● Instructional Software ● AI as a creative collaborator <ul style="list-style-type: none"> ● Understanding implicit bias in AI generative images and text ● Games, tutorials, collaboration software, and more ● Devices in the classroom (iPad, Chromebooks, Projectors, Document Cameras) ● Create a Padlet of potential resources and share it with the class
Assignment for 12/3	Discussion Post 4: Suggested Reading Selection Share
Week 15	December 4
Area of Focus	Arts Funding, Equity, Budgets
Teacher Preparation Expectation (TPE)	3.3 Plan, design, and implement instruction (Introduce, Practice) 5.8 Using Assessment Data to establish learning goals and plan (Practice, Assess)
Class Activities	<ul style="list-style-type: none"> ● Reading response-altered book 15-minute discussion ● Proposition 28 funds ● How to make your funds work for your program ● Sample Budget ● Create a mock Classroom Supply Order (share on Padlet)
Assignment for 12/10	Final Reading Responses Discussion Post 5: Share all lingering questions in art education
Week 16	December 11 (final class)
Area of Focus	Closures and Communities
Teacher Preparation Expectation (TPE)	6.1 Reflect on Teaching Practice (Practice) 6.2 Reflect on values and biases (Practice)
Class Activities	<ul style="list-style-type: none"> ● Q & A Art Education Burning Questions ● Sustaining community: how to stay connected and feel supported throughout your career (CoLLAB, district mentorship, CAEA/NAEA, Art21, AP/Pre-AP, IB) ● Final Video “What is your Hope for your career?” (Padlet activity)

Course And Syllabus Changes

Please note that the syllabus provides a general plan for this course and is a tentative guide designed to be a living document. Consequently, the instructor reserves the right to change the syllabus with advanced notice, including changes to assignments, projects, presentations, etc., to accommodate student needs or unexpected

circumstances. Please check the course calendar regularly for assignments, deadlines, readings, or schedule changes.