



Visual Arts

Assessment Handbook

September 2014

edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. This version of the handbook has been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (AAHPERD, ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA), and content validation reviewers. All contributions are recognized and appreciated.

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Stanford Center for Assessment, Learning, & Equity

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Introduction to edTPA in Visual Arts

Purpose

The purpose of edTPA Visual Arts, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach the visual arts. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Overview of the Assessment

The edTPA Visual Arts assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

For this assessment, you will plan **3–5 visual arts consecutive lessons**¹ (or, if teaching the same students once or twice a week in an elementary setting, **3–4 lessons**) referred to as a **learning segment**. Consistent with the Visual Arts section of the National Standards for Arts Education,² a learning segment prepared for this assessment should reflect a broad approach to the visual arts, for example, addressing, creating, and responding to visual art as well as applying knowledge and skills related to form and structure, production, art context, and **personal perspective**.

You will then teach the learning segment, making a videorecording of your interactions with students during instruction. You will also assess, informally and formally, students' learning **throughout** the learning segment. Upon completion of the three tasks, you will submit **artifacts** from the tasks (e.g., lesson plans, clips from your videorecording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment

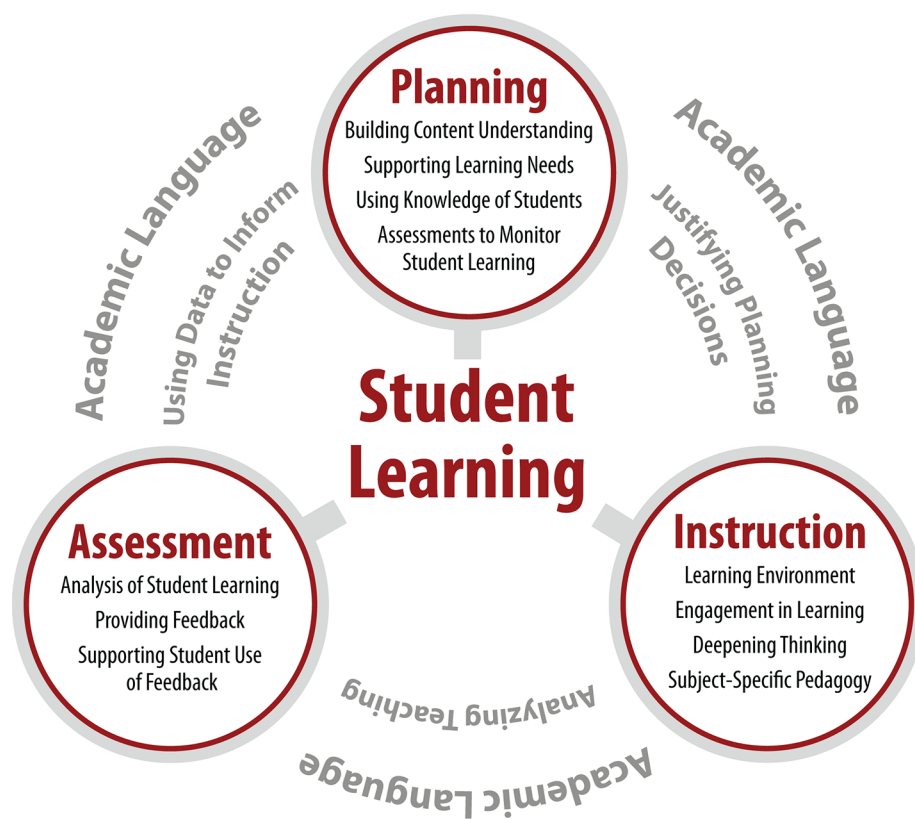
¹ If students are spending several lessons working independently to create an artwork, then the time can be extended, if needed (**no more than 10 hours**, with about 3–5 hours of instruction and the rest spent monitoring and supporting students as they work).

² The National Standards for Arts Education (1994) are available at <http://artsedge.kennedy-center.org/educators/standards.aspx>

components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

The edTPA Tasks and the Cycle of Effective Teaching

The three edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning). The Planning task documents your **intended** teaching, the Instruction task documents your **enacted** teaching, and the Assessment task documents the **impact** of your teaching on student learning.



The three tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop and document your evidence materials and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment, with a focus on your students' learning needs.

Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of edTPA is the evidence you will submit of how you planned, taught, and assessed your lessons to deepen student learning in the visual arts. This evidence includes both artifacts and commentaries:

- **Artifacts** represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples.
- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice

and your students' learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the [Visual Arts Evidence Chart](#) for information about how your evidence should be formatted for electronic submission.

Evaluation Criteria

The evidence (i.e., artifacts and commentaries) you submit will be judged on five components of teaching practice:

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Academic Language

You will provide evidence for the Planning, Instruction, and Assessment components within the corresponding tasks. You will provide evidence for the Analyzing Teaching component across all three tasks. You will provide evidence for the Academic Language component in the Planning task, as well as in the Instruction **AND/OR** Assessment tasks.

The rubrics used to score your performance on edTPA are included in the handbook, following the sections describing the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

Structure of the Handbook

The following pages provide specific instructions on how to complete each of the three tasks of the edTPA Visual Arts assessment. After an overview of the tasks, the handbook provides instructions for each task organized into four sections:

1. **What Do I Need to Think About?**
This section provides focus questions for you to think about when completing the task.
2. **What Do I Need to Do?**
This section provides specific and detailed directions for completing the task.
3. **What Do I Need to Write?**
This section tells you what you need to write, and also provides specific and detailed directions for writing the commentary for the task.
4. **How Will the Evidence of My Teaching Practice Be Assessed?**
This section includes the rubrics that will be used to assess the evidence you provide for the task.

Additional requirements and resources are provided for you in this handbook:

- **[Professional Responsibilities](#)**: guidelines for the development of your evidence
- **[Visual Arts Context for Learning Information](#)**: prompts used to collect information about your school/classroom context
- **[Visual Arts Evidence Chart](#)**: specifications for electronic submission of evidence, including templates, supported file types, number of files, response length, and other important evidence specifications
- **Glossary**: definitions of key terms can be accessed by rolling your cursor over each glossary term marked with a dotted underline throughout the handbook or by referring to the **[Visual Arts Glossary](#)**.

Your preparation program will have additional resources that provide guidance as you develop your evidence. In particular, you should review the **[Making Good Choices](#)** document prior to beginning the planning of the learning segment.

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks. Refer to the *Professional Responsibilities* section of this handbook for important information about permissions, confidentiality, and other requirements.

If your program requires you to submit artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

Whether submitting directly to www.edTPA.com or via your program's electronic portfolio management system, follow the submission guidelines as documented in the Evidence Chart and review *edTPA Submission Requirements* to ensure that your materials conform to the required evidence specifications and requirements for scoring.

edTPA Visual Arts Tasks Overview

Task 1: Planning for Instruction and Assessment		
What to Do	What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ▶ Select one class as a focus for this assessment. ▶ Provide relevant context information. ▶ Identify a learning segment to plan, teach, and analyze student learning. Your learning segment should include 3–5 lessons (or, if teaching the same students once or twice a week in an elementary setting, 3–4 lessons).³ ▶ Determine a central focus for your learning segment. The central focus should support students in developing their abilities to create and respond to visual art concepts incorporating <ul style="list-style-type: none"> ■ form and structure (expressive features, organizational principles) ■ production (tools, techniques, processes) ■ art context (personal, social, cultural, historical) ■ personal perspective (an individual perspective to artistic production and expression) ▶ Write and submit a lesson plan for each lesson in the learning segment. ▶ Select and submit key instructional materials needed to understand what you and the students will be doing. ▶ As part of the commentary, choose one language function and identify a learning task where students use that language function. Identify both the language that students will be expected to use to engage in the learning task and your instructional supports for that language. ▶ Submit copies of directions for all planned assessments from the learning segment. ▶ Respond to commentary prompts prior to teaching the learning segment. 	<ul style="list-style-type: none"> ■ Part A: Context for Learning Information ■ Part B: Lesson Plans for Learning Segment ■ Part C: Instructional Materials ■ Part D: Assessments ■ Part E: Planning Commentary 	<p>Planning Rubrics</p> <p>Rubric 1: Planning for Visual Art Learning</p> <p>Rubric 2: Planning to Support Varied Student Learning Needs</p> <p>Rubric 3: Using Knowledge of Students to Inform Teaching and Learning</p> <p>Rubric 4: Identifying and Supporting Language Demands</p> <p>Rubric 5: Planning Assessments to Monitor and Support Student Learning</p>

³ If students are spending several lessons working independently to create an artwork, then the time can be extended, if needed (**no more than 10 hours**, with about **3–5 hours** of instruction and the rest spent monitoring and supporting students as they work).

Task 2: Instructing and Engaging Students in Learning

What to Do	What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ▶ Obtain required permissions for videorecording from parents/guardians of your students and other adults appearing in the video. ▶ Identify lessons from the learning segment you planned in Task 1 to videorecord. You should choose lessons that show you interacting with students in a positive learning environment to develop their abilities to create and respond to visual art concepts incorporating form and structure, production, art context, and personal perspective. ▶ Videorecord your teaching and select 1–2 video clips (totaling no more than 20 minutes in length). ▶ Analyze your teaching and your students' learning in the video clips by responding to commentary prompts. 	<ul style="list-style-type: none"> ▣ Part A: Video Clips ▣ Part B: Instruction Commentary 	<p>Instruction Rubrics</p> <p>Rubric 6: Learning Environment</p> <p>Rubric 7: Engaging Students in Learning</p> <p>Rubric 8: Deepening Student Learning</p> <p>Rubric 9: Subject-Specific Pedagogy</p> <p>Rubric 10: Analyzing Teaching Effectiveness</p>

Task 3: Assessing Student Learning

What to Do	What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ▶ Select one assessment from the learning segment that you will use to evaluate your students' developing knowledge and skills. Attach the assessment used to evaluate student performance to the end of the Assessment Commentary. ▶ Submit the evaluation criteria you will use to analyze student learning. ▶ Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within and across learners in the class. ▶ Select 3 student work samples to illustrate your analysis of the patterns of learning within and across learners in the class. At least 1 of the samples must be from a student with specific learning needs. These 3 students will be your focus students. ▶ Summarize the learning of the whole class, referring to work samples from the 3 focus students to illustrate patterns in student understanding across the class. ▶ Submit feedback for the work samples for the 3 focus students in written, audio, or video form. ▶ Analyze evidence of students' language use from (1) the video clips from the Instruction task, (2) an additional video clip of one or more students using language within the learning segment, AND/OR (3) the student work samples from the Assessment task. ▶ Analyze evidence of student learning, and plan for next steps by responding to commentary prompts. 	<ul style="list-style-type: none"> ▣ Part A: Student Work Samples ▣ Part B: Evidence of Feedback ▣ Part C: Assessment Commentary ▣ Part D: Evaluation Criteria 	<p>Assessment Rubrics</p> <p>Rubric 11: Analysis of Student Learning</p> <p>Rubric 12: Providing Feedback to Guide Learning</p> <p>Rubric 13: Student Use of Feedback</p> <p>Rubric 14: Analyzing Students' Language Use and Visual Arts Learning</p> <p>Rubric 15: Using Assessment to Inform Instruction</p>

Task 1: Planning for Instruction and Assessment

What Do I Need to Think About?

In Task 1: Planning for Instruction and Assessment, you will describe your plans for the learning segment and explain how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about the following:

- What do your students know, what can they do, and what are they learning to do?
- What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment?
- What instructional strategies, learning tasks, and assessments will you design to support student learning and language use?
- How is the teaching you propose informed by your knowledge of your students?

Task 1 prepares you to demonstrate and analyze the effectiveness of your teaching of the planned learning segment.

What Do I Need to Do?

- **Select a class.** If you teach more than one class, select one focus class for this assessment. If your placement for visual arts has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute “the whole class” for edTPA.
- **Provide context information.** The [Visual Arts Context for Learning Information](#) form is provided later in this handbook and must be submitted in a template. This form provides essential information about your students and your school/classroom. The context information you submit should be **no more than 3 pages, including the prompts**.
- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons** (or, if teaching the same students once or twice a week in an elementary setting, **3–4 lessons**).⁴
- **Identify a central focus.** Identify the central focus along with the content standards and objectives you will address in the learning segment. The central focus should support students in developing their abilities to create and respond to visual art concepts incorporating
 - form and structure (expressive features, organizational principles)

⁴ If students are spending several lessons working independently to create an artwork, then the time can be extended, if needed (**no more than 10 hours**, with about **3–5 hours** of instruction and the rest spent monitoring and supporting students as they work).

- production (tools, techniques, processes)
- art context (personal, social, cultural, historical)
- personal perspective (an individual perspective to artistic production and expression)
- **Analyze language demands.** Select a key language function from your learning objectives. Decide which learning task will support students in using that language function, and identify additional language demands required by the task.
- **Write a lesson plan** for each lesson in the learning segment (not including any extended periods of time spent with students working independently on creating an artwork). Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.
- Your lesson plans must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format:
 - State-adopted student academic content standards and/or national standards that are the target of student learning. (Note: Please include the **number and text** of each standard addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
 - Learning objectives associated with the content standards
 - Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
 - Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs
 - Instructional resources and materials used to engage students in learning
- **Each lesson plan must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any rationale for decisions or explanations should be included in your Planning Commentary and deleted from your plans.
- **Respond to the commentary prompts** listed in the Planning Commentary section below **prior to teaching the learning segment**.
- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Instruction and Assessment Commentaries that are part of Tasks 2 and 3.
- **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.
- **Submit copies of written assessments.** (Submit only the blank **assessment** given to students; do not submit student work samples for this task.)
- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary.

See the [Task 1: Artifacts and Commentary Specifications](#) in the Visual Arts Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

In Task 1: Planning for Instruction and Assessment, you will write

- a description of your context for learning (see “What Do I Need to Do?” above for directions)
- lesson plans (see “What Do I Need to Do?” above for directions)
- a commentary explaining your plans (see “Planning Commentary” below for directions)

Planning Commentary

In Task 1: Planning for Instruction and Assessment, you will write a commentary, responding to the prompts below. Your commentary should be no more than **9 single-spaced pages, including the prompts**.

1. Central Focus

- a. Describe the central focus and purpose for the content you will teach in the learning segment.
- b. Given the central focus, describe how the standards and learning objectives within your learning segment address developing students’ abilities to create and respond to visual art concepts incorporating
 - form and structure
 - production
 - art context
 - personal perspective
- c. Explain how your plans build on each other to help students create and/or respond to art and **make connections** between form and structure, production, art context, and personal perspective to deepen their learning of visual arts.

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–d), describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**
- b. Personal/cultural/community assets related to the central focus—**What do you know about your students' everyday experiences, cultural backgrounds, practices, and interests?**
- c. Physical development or conditions, if applicable for your learning segment—What do you know about students' physical development (e.g., students' fine-motor skills) or conditions (e.g., attention deficit, processing issues) that will affect instruction for the central focus?
- d. Visual art dispositions related to the central focus—What do you know about the extent to which your students
 - persist in their ability to apply visual arts concepts to create/respond to art and
 - believe in their ability to learn visual arts?

3. Supporting Students' Visual Arts Learning

Respond to prompts below (3a–c). To support your justifications, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, use **principles from research or theory to support your explanations.**

- a. Justify how your understanding of your students' prior academic learning, physical development or conditions (if applicable), and personal/cultural/community assets (from prompts 2a–c above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, assets, and research/theory.
- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.**

Consider students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

- c. Describe common errors or misunderstandings within your content focus and how you will address them.

4. Supporting Visual Arts Development Through Language

- a. **Language Function.** Identify **one** language function essential for students to learn the visual arts within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

Analyze	Compare/contrast	Critique	Describe	Interpret	Question
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- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)
- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use.
 - Vocabulary and key phrases
 - **Plus** at least one of the following:
 - Syntax
 - Discourse

Consider the range of students' understandings of the language function and other demands—what do students already know, what are they struggling with, and/or what is new to them?

- d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.
 - Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a–c.

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence of students' abilities to create and respond to visual art concepts incorporating form and structure, production, art context, and personal perspective **throughout** the learning segment.
- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider all students, including students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 1: Planning for Instruction and Assessment, your evidence will be assessed with rubrics 1–5, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

Planning Rubrics

Rubric 1: Planning for Visual Art Learning

How do the candidate's plans build students' abilities to create/respond to visual art concepts incorporating form and structure, art production, art context, and personal perspective?

Level 1 ⁵	Level 2	Level 3	Level 4	Level 5
<p>Candidate's plans for instruction focus solely on facts or production with no connections to visual art concepts.</p> <p>OR</p> <p>There are significant content inaccuracies that will lead to student misunderstandings.</p> <p>OR</p> <p>Standards, objectives, and learning tasks and materials are not aligned with each other.</p>	<p>Candidate's plans for instruction support student learning of facts or procedures with vague connections to visual art concepts of</p> <ul style="list-style-type: none"> • form/structure, • production, OR • art context and • personal perspective. 	<p>Candidate's plans for instruction build on each other to support students in creating/responding to visual art with clear connections to visual art concepts of</p> <ul style="list-style-type: none"> • form/structure, • production, • art context, OR • personal perspective. 	<p>Candidate's plans for instruction build on each other to support students in creating/responding to visual art with clear and consistent connections to visual art concepts of</p> <ul style="list-style-type: none"> • form/structure, • production, • art context, AND • personal perspective. 	<p>Level 4 plus: Candidate explains how s/he will use learning tasks and materials to lead students to make their own clear and consistent connections.</p>

⁵ Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Planning Rubrics continued

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students to develop, create, and respond to visual art concepts of form and structure, production, art context, and personal perspective?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>There is no evidence of planned supports.</p> <p>OR</p> <p>Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.</p>	<p>Planned supports are loosely tied to learning objectives or the central focus of the learning segment.</p>	<p>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.</p>	<p>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.</p>	<p>Level 4 plus: Supports include specific strategies to identify and respond to preconceptions, common errors, and misunderstandings.</p>

Planning Rubrics continued

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to justify instructional plans?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate's justification of learning tasks either is missing OR represents a deficit view of students and their backgrounds.</p>	<p>Candidate justifies learning tasks with limited attention to students'</p> <ul style="list-style-type: none"> • prior academic learning, • physical development/conditions, OR • personal/cultural/community assets. 	<p>Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students'</p> <ul style="list-style-type: none"> • prior academic learning OR • physical development/conditions OR • personal/cultural/community assets. <p>Candidate makes superficial connections to research/theory.</p>	<p>Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students'</p> <ul style="list-style-type: none"> • prior academic learning AND • physical development/conditions⁶ AND • personal/cultural/community assets. <p>Candidate makes connections to research/theory.</p>	<p>Level 4 plus: Candidate's justification is supported by principles from research/theory.</p>

⁶ If applicable to your learning segment.

Planning Rubrics continued

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key visual arts learning task?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Language demands⁷ identified by the candidate are not consistent with the selected language function⁸ OR task.</p> <p>OR</p> <p>Language supports are missing or are not aligned with the language demand(s) for the learning task.</p>	<p>Candidate identifies vocabulary and/or key phrases as the major language demand associated with the language function. Attention to additional language demands is superficial.</p> <p>Language supports primarily address definitions of vocabulary and/or key phrases.</p>	<p>General language supports address use of</p> <ul style="list-style-type: none"> vocabulary and/or key phrases AND one or more additional language demands (functions, syntax, discourse). 	<p>Targeted language supports address use of</p> <ul style="list-style-type: none"> vocabulary and/or key phrases, language function, AND one or more additional language demands (syntax, discourse). 	<p>Level 4 plus:</p> <p>Language supports are designed to meet the needs of students with different levels of language learning.</p>

⁷ Language demands include language function, vocabulary, syntax, grammar, and discourse (organizational structures, text structure, etc.).

⁸ Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., analyze, interpret).

Planning Rubrics continued

Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to monitor students' progress toward the standards/objectives?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments provide no evidence of students' conceptual understanding/application of</p> <ul style="list-style-type: none"> • form and structure, • art production, • art context, OR • personal perspective. <p>OR</p> <p>Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</p>	<p>The assessments provide limited evidence to monitor students' conceptual understanding/application of</p> <ul style="list-style-type: none"> • form/structure, • production, • art context, OR • personal perspective <p>during the learning segment.</p>	<p>The assessments provide evidence to monitor students' conceptual understanding/application of</p> <ul style="list-style-type: none"> • form/structure, • production, • art context, OR • personal perspective <p>during the learning segment.</p>	<p>The assessments provide multiple forms of evidence to monitor students' conceptual understanding and application of</p> <ul style="list-style-type: none"> • form and structure, • production, • art context, AND • personal perspective <p>throughout the learning segment.</p>	<p>Level 4 plus:</p> <p>The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p>

Task 2: Instructing and Engaging Students in Learning

What Do I Need to Think About?

In Task 2: Instructing and Engaging Students in Learning, you will demonstrate how you support and engage students in learning. Before you begin your instruction, you need to think about the following:

- What kind of learning environment do you want to develop in order to establish respect and rapport, and to support students' engagement in learning?
- What kinds of learning tasks actively engage students in the central focus of the learning segment?
- How will you elicit and build on student responses in ways that develop and deepen content understanding?
- In what ways will you connect new content to your students' prior academic learning and personal, cultural, or community assets during your instruction?
- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?

What Do I Need to Do?

- **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- **Examine your lesson plans for the learning segment** and identify challenging learning tasks in which you and students are actively engaged. The video clips you select for submission should provide a sample of how you interact with students to support their learning in creating or responding to visual art.
- **Identify lessons to videorecord.**
- **Provide 1–2 video clips (totaling no more than 20 minutes in length)** that demonstrate how you interact with students in a positive learning environment to develop their abilities to create and/or respond to visual art concepts incorporating
 - form and structure (expressive features, organizational principles)
 - production (tools, techniques, processes)
 - art context (personal, social, cultural, historical) and/or
 - personal perspective (an individual perspective to artistic production and expression)

- ❑ Determine whether you will feature the whole class or a targeted group of students (**minimum of 4 students**) within the class.
- ❑ **(Optional) Provide evidence of students' language use.** You may provide evidence of students' language use with your video clip(s) from Task 2, an additional video clip of one or more students using language within the learning segment (no more than 5 minutes in length), **AND/OR** through the student work samples analyzed in Task 3.
- ❑ **Videorecord your classroom teaching.** Tips for videorecording your class are available from your teacher preparation program.
- ❑ **Select 1–2 video clips to submit** and verify that the clips meet the following requirements:
 - Check the video and sound quality to ensure that you and your students can be **seen** and **heard** on the video clip(s) you submit. If most of the audio in a clip cannot be understood by a scorer, submit a different clip. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; or 2) embed quotes with time-stamp references in the commentary response.
 - A video clip should be continuous and unedited, with no interruption in events.
 - If you have inadvertently included individuals for whom you do not have permission to film in the video clip(s) you plan to submit, you may use software to blur the face(s) of these individuals. This is not considered editing. Other portions of the submitted video clip(s), including the classroom, your face, and the faces of individuals for whom you have obtained permission to film should remain unblurred.
 - Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.
- ❑ **Respond to the commentary prompts** listed in the Instruction Commentary section below **after viewing the video clip(s)**.
- ❑ **Determine if additional information is needed to understand what you and the students are doing in the video clip(s)**. For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Instruction Commentary (**no more than 2 pages in addition to the responses to commentary prompts**).

See the [Task 2: Artifacts and Commentary Specifications](#) in the Visual Arts Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

Instruction Commentary

In Task 2: Instructing and Engaging Students in Learning, you will write a commentary responding to the prompts below. Your commentary should be no more than **6 single-spaced pages, including the prompts**. If needed, insert no more than 2 additional pages of supporting documentation for the videorecordings at the end of the commentary (e.g., digital copies of indiscernible materials or transcriptions of inaudible comments).

1. Which lesson or lessons are shown in the video clip(s)? Identify the lesson(s) by lesson plan number.
2. **Promoting a Positive Learning Environment**
Refer to scenes in the video clip(s) where you provided a positive learning environment.
 - a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?
3. **Engaging Students in Learning**
Refer to examples from the video clip(s) in your responses to the prompts.
 - a. Explain how your instruction engaged students as they applied their knowledge and skills in creating and/or responding to visual art concepts incorporating form and structure, production, art context, and/or personal perspective.
 - b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.
4. **Deepening Student Learning during Instruction**
Refer to examples from the video clip(s) in your explanations.
 - a. Explain how you **elicited student responses** to promote thinking and develop knowledge and skills related to form and structure, a medium of production, art context, **AND/OR** personal perspective to create and/or respond to visual art.
 - b. Explain how in creating/responding to visual art you gave students the opportunity to practice or apply a personal perspective in ways that deepened their understanding of visual art concepts/contexts.
5. **Analyzing Teaching**
Refer to examples from the video clip(s) in your responses to the prompts.
 - a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning **AND** principles from theory and/or research.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 2: Instructing and Engaging Students in Learning, your evidence will be assessed using rubrics 6–10, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.

Instruction Rubrics

Rubric 6: Learning Environment

How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The clips reveal evidence of disrespectful interactions between teacher and students or between students.</p> <p>OR</p> <p>Candidate allows disruptive behavior to interfere with student learning.</p>	<p>The candidate demonstrates respect for students.</p> <p>AND</p> <p>Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>AND</p> <p>Candidate provides a positive, low-risk social environment that reveals mutual respect among students.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>AND</p> <p>Candidate provides a challenging learning environment that promotes mutual respect among students.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>AND</p> <p>Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.</p>

Instruction Rubrics continued

Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in developing abilities to use visual arts form/structure, production, art context, and/or personal perspectives to create and/or respond to expressions of visual art?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Students are participating in tasks that are superficially related to the central focus.</p>	<p>Students are participating in learning tasks focusing primarily on formulaic application of visual arts skills or processes with little attention to developing an understanding of how</p> <ul style="list-style-type: none"> • form/structure, • production, • art context, AND/OR • personal perspectives are used to create meaning. 	<p>Students are engaged in learning tasks that address their understandings of how</p> <ul style="list-style-type: none"> • form/structure, • production, • art context, AND/OR • personal perspectives are used to create meaning. 	<p>Students are engaged in learning tasks that develop understandings of how</p> <ul style="list-style-type: none"> • form/structure, • production, • art context, AND/OR • personal perspectives are used to create meaning. 	<p>Students are engaged in learning tasks that deepen and extend their development of complex understandings of how</p> <ul style="list-style-type: none"> • form/structure, • production, • art context, AND/OR • personal perspectives are used to create meaning.
<p>There is little to no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.</p> <p>OR</p> <p>Links cause student confusion.</p>	<p>Candidate makes vague or superficial links between prior academic learning and new learning.</p>	<p>Candidate links prior academic learning to new learning.</p>	<p>Candidate links prior academic learning AND personal, cultural, or community assets to new learning.</p>	<p>Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new learning.</p>

Instruction Rubrics continued

Rubric 8: Deepening Student Learning

How does the candidate elicit student responses to promote thinking and develop understanding of the use of visual arts form/structure, medium of production, art context, and/or personal perspectives to create and/or respond to expressions of visual arts?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does most of the talking and students provide few responses.</p> <p>OR</p> <p>Candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</p>	<p>Candidate elicits student responses related to understanding of</p> <ul style="list-style-type: none"> • form/structure, • medium of production, • art context, AND/OR • personal perspectives <p>to express or understand meaning.</p>	<p>Candidate elicits and builds on students' responses to develop understanding of</p> <ul style="list-style-type: none"> • form/structure, • medium of production, • art context, AND/OR • personal perspectives <p>to express or understand meaning.</p>	<p>Candidate facilitates interactions among students so they can evaluate their own abilities to apply understandings of</p> <ul style="list-style-type: none"> • form/structure, • medium of production, • art context, AND/OR • personal perspectives <p>to express or understand meaning.</p>

Instruction Rubrics continued

Rubric 9: Subject-Specific Pedagogy

How does the candidate deepen students' understanding of creating/responding to visual art?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate stays focused on facts or production with little or no attention to visual art concepts.</p> <p>OR</p> <p>Materials used in the clips include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate tells students how to create or respond to visual art with superficial opportunities for students to practice or apply a personal perspective.</p>	<p>Candidate models for students how to create or respond to visual art with some opportunities for students to practice or apply a personal perspective.</p>	<p>Candidate models for students how to create or respond to visual art with opportunities to apply personal perspective in ways that deepen student understanding of visual art concepts/contexts.</p>	<p>Level 4 plus: Candidate empowers students to make explicit, deep, and profound connections between their own artwork and the artwork or art context of others.</p>

Instruction Rubrics continued
Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate suggests changes unrelated to evidence of student learning.	Candidate proposes changes to teacher practice that are superficially related to student learning needs (e.g., task management, pacing, improving directions).	Candidate proposes changes that address students' collective learning needs related to the central focus . Candidate makes superficial connections to research/theory .	Candidate proposes changes that address individual and collective learning needs related to the central focus. Candidate makes connections to research/theory.	Level 4 plus: Candidate justifies changes using principles of research/theory .

Task 3: Assessing Student Learning

What Do I Need to Think About?

In Task 3: Assessing Student Learning, you will analyze both student learning and student use of language. Before you begin the analysis, you need to think about the following:

- How will you gather evidence and make sense of what students have learned?
- How will you provide meaningful feedback to your students?
- How will you use evidence of what students know and are able to do to plan next steps in instruction?
- How will you identify evidence of and explain students' use of language that demonstrates the development of content understanding?

What Do I Need to Do?

- **Determine which assessment from your learning segment you will use** to evaluate your students' developing knowledge and skills. It should be an assessment to be completed by the whole class featured in the learning segment. (If you are teaching only a group within the class for the learning segment, that group will be "the whole class.") The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate their abilities to create or respond to visual art concepts incorporating
 - form and structure (expressive features, organizational principles)
 - production (tools, techniques, processes)
 - art context (personal, social, cultural, historical)
 - personal perspective (an individual perspective to artistic production and expression)
- **Submit the evaluation criteria** you will use to analyze student learning related to the visual art understandings described above.
- **Collect and analyze student work** from the selected assessment to identify **quantitative and qualitative patterns of learning** within and across learners in the class. You may submit
 - PDF samples of photographs of artwork
 - text files
 - videorecordings of artwork
- **Select 3 student work samples** that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your focus students for this task. At least one of the students must have specific learning needs, for example, a student with an IEP (Individualized Education Program) or 504 plan, an English language learner, a struggling reader, an underperforming

student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge.

- ❑ **Document the feedback** you gave to each of the **3 focus students** on the work sample itself, as an audio clip, or as a video clip.
- ❑ **If you submit feedback as a video or audio clip and your comments to focus students cannot be clearly heard**, attach transcriptions of your comments (**no more than 2 additional pages**) to the end of the Assessment Commentary.
- ❑ **If you submit feedback as a video or audio clip of focus students and additional students are present**, clearly identify which students are your focus students at the end of the Assessment Commentary (**in no more than two sentences**).
- ❑ **Respond to the commentary prompts** listed in the Assessment Commentary section below **after analyzing student work from the selected assessment**.
- ❑ **Include and submit the assessment, including the directions/prompts provided to students**. Attach the assessment (**no more than 5 additional pages**) to the end of the Assessment Commentary.
- ❑ **Provide evidence of students' understanding and use of the targeted academic language function**. You may choose evidence from video clips submitted in Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** student work samples submitted.

See the [Task 3: Artifacts and Commentary Specifications](#) in the Visual Arts Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

Assessment Commentary

In Task 3: Assessing Student Learning, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 10 single-spaced pages, including the prompts**. Attach the assessment used to evaluate student performance (**no more than 5 additional pages**) and, if necessary, a transcription of your feedback to students (**no more than 2 additional pages**) to the end of the Assessment Commentary. These additional pages do not count toward the commentary page limit noted above.

1. Analyzing Student Learning

- a. Identify the specific learning objectives and standards measured by the assessment you chose for analysis.
- b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Task 3, Part D.

- c. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning for the whole class and differences for groups or for individual learners relative to their abilities to create or respond to visual art concepts incorporating
- form and structure
 - production
 - art context
 - personal perspective

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. In what form did you submit your evidence of feedback for the 3 focus students?
- Written directly on work samples or in a separate document;
 - In audio files; or
 - In video clip(s) from the Instruction task (provide a time-stamp reference) or in a separate video clip
- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.
- c. How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?

3. Evidence of Language Understanding and Use

You may provide evidence of students' language use **from ONE, TWO, OR ALL THREE of the following sources:**

1. Use video clip(s) from Task 2 and provide time-stamp references for language use.
2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and provide time-stamp references for student language use (this can be footage of one or more students' language use). Submit the clip in Task 3, Part B.
3. Use the student work samples analyzed in Task 3 and cite language use.

When responding to the prompt below, use concrete examples from the clip(s) (using time-stamp references) and/or student work samples as evidence. Evidence from the clips may focus on one or more students.

- a. Explain and provide evidence for the extent to which your students were able to use or struggled to use language (selected function, vocabulary, and additional identified demands from Task 1) to develop content understandings.

4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction
 - for the whole class
 - for the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 3: Assessing Student Learning, your evidence will be assessed using rubrics 11–15, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, instruction, assessment, and writing.

Assessment Rubrics

Rubric 11: Analysis of Student Learning

How does the candidate analyze evidence of student learning of creating or responding to visual art concepts incorporating form and structure, production, art context, and personal perspective?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The analysis is superficial or not supported by either student work samples or the summary of student learning.</p> <p>OR</p> <p>The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.</p>	<p>The analysis focuses on what students did right OR wrong and is consistent with the summary.</p>	<p>The analysis focuses on what students did right AND wrong and is consistent with the summary.</p> <p>AND</p> <p>Analysis includes some differences in whole class learning.</p>	<p>Analysis uses specific examples from work samples to demonstrate patterns of learning consistent with the summary.</p> <p>AND</p> <p>Patterns of learning are described for whole class.</p>	<p>Analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals or groups.</p>

Assessment Rubrics continued

Rubric 12: Providing Feedback to Guide Learning

What type of feedback does the candidate provide to focus students?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Feedback is unrelated to the learning objectives OR is developmentally inappropriate.</p> <p>OR</p> <p>Feedback contains significant content inaccuracies.</p> <p>OR</p> <p>No feedback is provided to one or more focus students.</p>	<p>Feedback is general and addresses needs AND/OR strengths related to the learning objectives.</p>	<p>Feedback is specific and addresses either needs OR strengths related to the learning objectives.</p>	<p>Feedback is specific and addresses both strengths AND needs related to the learning objectives.</p>	<p>Level 4 plus: Candidate describes how s/he will guide focus students to use feedback to evaluate their own strengths and needs.</p>

Assessment Rubrics continued

Rubric 13: Student Use of Feedback

How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Opportunities for applying feedback are not described.</p> <p>OR</p> <p>Candidate provides limited or no feedback to inform student learning.</p>	<p>Candidate provides vague explanation for how focus students will use feedback.</p>	<p>Candidate describes how focus students will apply feedback to improve learning related to learning objectives.</p>	<p>Candidate describes how s/he will support focus students to apply feedback on their strengths and weaknesses to deepen understandings and skills related to the learning objectives.</p>	<p>Level 4 plus: Candidate guides focus students to generalize feedback to future assignments or contexts.</p>

Assessment Rubrics continued

Rubric 14: Analyzing Students' Language Use and Visual Arts Learning

How does the candidate analyze students' use of language to develop content understanding?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate identifies student language use that is superficially related or unrelated to the language demands (function,⁹ vocabulary, and additional demands).</p> <p>OR</p> <p>Candidate does not address students' repeated misuse of vocabulary.</p> <p>OR</p> <p>Candidate's description or explanation of language use is not consistent with the evidence submitted.</p>	<p>Candidate describes how students use vocabulary associated with the language function.</p>	<p>Candidate explains and provides evidence of students' use of</p> <ul style="list-style-type: none"> • the language function AND • one or more additional language demand(s) (vocabulary, syntax, discourse).¹⁰ 	<p>Candidate explains and provides concrete evidence of students' use of</p> <ul style="list-style-type: none"> • the language function, • vocabulary, AND • additional language demand(s) (syntax, discourse) <p>in ways that develop content understandings.</p>	<p>Level 4 plus: Candidate explains and provides evidence of language use and content learning for students with varied needs.</p>

⁹ The selected language function is the verb identified in the Planning Commentary Prompt 4a (analyze, critique, interpret, etc.).

¹⁰ These are the additional language demands identified in the Planning Commentary Prompt 4c (vocabulary and key phrases, plus either syntax or discourse).

Assessment Rubrics continued

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps do not follow from the analysis.</p> <p>OR</p> <p>Next steps are not relevant to the standards and learning objectives assessed.</p> <p>OR</p> <p>Next steps are not described in sufficient detail to understand them.</p>	<p>Next steps primarily focus on changes to teaching practice that are superficially related to student learning needs, for example, repeating instruction, pacing, or classroom management issues.</p>	<p>Next steps propose general support that improves student learning relative to assessed standards and objectives.</p> <p>Next steps are loosely connected with research and/or theory.</p>	<p>Next steps provide targeted support to individuals or groups to improve their learning relative to their ability to create or respond to visual art concepts incorporating</p> <ul style="list-style-type: none"> • form and structure, • production, • art context, AND/OR • personal perspective. <p>Next steps are connected with research and/or theory.</p>	<p>Next steps provide targeted support to individuals AND groups to improve their learning relative to their ability to create or respond to visual art concepts incorporating</p> <ul style="list-style-type: none"> • form and structure, • production, • art context, AND/OR • personal perspective. <p>Next steps are justified with principles from research and/or theory.</p>

Professional Responsibilities

Refer to the following table for an overview of your professional responsibilities in developing evidence for edTPA. If you are submitting artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work. Included here are important information and policies such as submission requirements and deadlines, registration agreements, attestations, permissions, and confidentiality. Whether or not you are submitting for official scoring, you should fulfill the professional responsibilities described below.

Responsibility	Description
Protect confidentiality	<p>To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., “the district”) for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or institutions. During videorecording, use students’ first names only.</p> <p>To ensure confidentiality of your students and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).</p>
Acquire permissions	<p>Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the videorecording.</p> <p>Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship.</p> <p>If your program does not provide the necessary forms, you may refer to the sample forms found on www.edTPA.com.</p> <p>The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.</p>
Cite sources	<p>Provide citations for the source of all materials that you did not create (e.g., published texts, websites, and/or material from other educators). List all citations by lesson number at the end of the Planning Commentary.</p>
Align instruction with state and/or national standards	<p>As part of the assessment, you will document the alignment of your lesson plans with state-adopted academic content standards and/or national standards that are the target of student learning. Refer to the education agency website for your state to obtain copies of relevant standards for this assessment.</p>
Follow the guidelines for candidate support at www.edTPA.com	<p>Follow the guidelines for candidate support found at www.edTPA.com as you develop your evidence for edTPA. Although you may seek and receive appropriate support from your university supervisors, cooperating/master teachers, university instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with you.</p> <p>Therefore, when you submit your completed work, you must be able to confirm your adherence with certain statements, such as the following:</p> <ul style="list-style-type: none"> ■ I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment. ■ I have not previously taught this learning segment to the students/class. ■ The video clips submitted are unedited (continuous) and show me teaching the students/class profiled in the evidence submitted. ■ The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment. ■ I am author of the commentaries and other written responses to prompts in this assessment. ■ Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators.

Visual Arts Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)

Elementary school: _____

Middle school: _____

High school: _____

Other (please describe): _____

Urban: _____

Suburban: _____

Rural: _____

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
3. Describe the physical facilities (e.g., regular classroom, specially equipped art room, portable, storage space), materials, and equipment (e.g., easels, potter’s wheel, kiln) available to you for the learning segment.
4. Describe any district, school, or cooperating teacher requirements, expectations, or scheduling that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class Featured in This Assessment

1. How much time is devoted each day to visual art instruction in your classroom?
2. Identify any textbook or instructional program you primarily use for visual art instruction. If a textbook, please provide the title, publisher, and date of publication.
3. List other resources (e.g., electronic whiteboard, hands-on materials, online resources, art posters, slides of artwork, and/or materials for art production) you use for visual art instruction in this class.

About the Students in the Class Featured in This Assessment

1. Grade level(s): _____
2. Number of
 - students in the class: _____
 - males: _____ females: _____
3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.

- English language learners
- Gifted students needing greater support or challenge
- Students with Individualized Education Programs (IEPs) or 504 plans
- Struggling readers
- Underperforming students or those with gaps in academic knowledge

Students with Specific Learning Needs		
IEP/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Example: Physical limitations</i>	<i>2</i>	<i>Classroom aide or extra time</i>
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: English language learners</i>	<i>5</i>	<i>Provide oral explanations for directions and checking for understanding</i>

Visual Arts Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications.

Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 3 pages , including prompts	<ul style="list-style-type: none"> ■ Use Arial 11-point type. ■ Single space with 1" margins on all sides.
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	<ul style="list-style-type: none"> ■ Submit 1 file with 3–5 lesson plans (or 3–4 lesson plans if you teach the same students once or twice a week in an elementary setting). ■ Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). ■ All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	No more than 5 pages of KEY instructional materials per lesson plan	<ul style="list-style-type: none"> ■ Submit all materials in 1 file. ■ Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). ■ Order materials as they are used in the learning segment.
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	N/A	<ul style="list-style-type: none"> ■ Submit assessments in 1 file. ■ Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). ■ Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 9 pages of commentary, including prompts	<ul style="list-style-type: none"> ■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. ■ Respond to prompts before teaching the learning segment.

Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Video Clips	flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	1	2	No more than 20 minutes total running time	<ul style="list-style-type: none"> ■ Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear in the video. ■ Refer to Task 2, What Do I Need to Do? for video clip content and requirements. ■ When naming each clip file, include the number of the lesson shown in the video clip.
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p>No more than 6 pages of commentary, including prompts</p> <p>If needed, no more than 2 additional pages of supporting documentation</p>	<ul style="list-style-type: none"> ■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. <p>IMPORTANT:</p> <ul style="list-style-type: none"> ■ Insert documentation at the end of the commentary file if <ul style="list-style-type: none"> ■ you or the students are using graphics, texts, or images that are not clearly visible in the video ■ you chose to submit a transcript for occasionally inaudible portions of the video ■ If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a student response that is inaudible").

Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Student Work Samples	<p>For written work samples or photographs of artwork: .doc; .docx; .odt; .pdf</p> <p>For video work samples: flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	3	3	No more than 5 minutes per focus student per video work sample	<ul style="list-style-type: none"> ■ If submitting image files or PowerPoint® presentation work samples, insert into a text file or save as a PDF file for submission. ■ Use correction fluid, tape, or a felt-tip marker to mask or remove students' names, your name, and the name of the school before copying/scanning any work samples. ■ On each work sample, indicate the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample) and refer to them accordingly in the Assessment Commentary. ■ When naming each work sample file, include the student number. ■ If a student's writing is illegible in a written work sample, write a transcription directly on the work sample.
Part B: Evidence of Feedback And, if included, video evidence of academic language use	<p>For written feedback not written on the work samples: .doc; .docx; .odt; .pdf</p> <p>For audio feedback: flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p>For video clips feedback and/or language use: flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	0	4	<p>No page limit for written feedback</p> <p>No more than 3 minutes per focus student for video or audio feedback</p> <p>No more than 5 minutes for video evidence of student language use</p>	<ul style="list-style-type: none"> ■ Document the location of your evidence of feedback in the Assessment Commentary. ■ If feedback is not included in the student work samples or recorded on the video clips, submit only 1 file for each student—a document, video file, OR audio file—and indicate the student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback) in the corresponding feedback. ■ When naming each feedback file, include the student number. ■ If you submit feedback as a video or audio clip of focus students and additional students are present, clearly identify which students are your focus students at the end of the Assessment Commentary (in no more than two sentences). ■ If you submit feedback as a video or audio clip and your comments cannot be clearly heard, attach transcriptions of your comments (no more than 2 additional pages) to the end of the Assessment Commentary. ■ For Academic Language: If you choose to submit a video clip of student language use, it should be no more than 5 minutes, with a time-stamp reference for the evidence of language use described in the Assessment Commentary. You may identify a portion of a clip provided for Task 2 or submit an entirely new clip.

(Continued on next page)

Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part C: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p>No more than 10 pages of commentary, including prompts</p> <p>Plus</p> <ul style="list-style-type: none"> ■ no more than 5 additional pages for the chosen assessment ■ if necessary, no more than 2 additional pages of feedback transcription 	<ul style="list-style-type: none"> ■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. <p>IMPORTANT: Insert a copy of the chosen assessment, including directions/prompts provided to students.</p>
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	N/A	

Visual Arts Glossary

Source citations for glossary entries are provided as footnotes in this section.

academic language: Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in the content area in meaningful ways. There are **language demands** that teachers need to consider as they plan to support student learning of content. These **language demands** include **vocabulary, language functions, syntax, and discourse**.

- **discourse:** Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.¹¹ In the visual arts, if the function is to respond to a work of art, then an appropriate language form would include an essay beginning with a summary of the overall response, followed by paragraphs identifying specific elements of the work that contributed to the response, with supporting details explaining why or how they worked. For a kindergarten student, the response might consist of pattern sentences such as “What catches my eye about this painting is _____ because it _____.”
- **language demands:**¹² Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions:** The content and language focus of the learning task represented by the active verbs within the learning outcomes. Common language functions in the visual arts include **describing** elements of a work of art, **comparing** two works of art from a similar genre, **explaining** how a certain way of applying a technique makes it more effective, **critiquing** a peer’s work, **analyzing** what makes elements effective or not effective in communicating meaning, **interpreting** symbols, and **evaluating** the extent to which elements work together to create an impact or convey an intended message.
- **syntax:** The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).¹³

¹¹ Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for ELLs. Retrieved from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf>

¹² O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express*, 7(17). Retrieved from <http://www.ascd.org/ascd-express/vol7/717-ohara.aspx>

¹³ Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. San Francisco, CA: Jossey-Bass.

- **vocabulary:** Includes words and phrases that are used within disciplines, including (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.¹⁴

aligned: Consistently addressing the same/similar learning outcomes for students.

artifacts: Authentic work completed by you and your students, including lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples. Artifacts are submitted as part of your evidence.

assessment (formal and informal): “Refer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify teaching and learning activities.”¹⁵ Assessments provide evidence of students’ prior academic knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include, for example, student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include, for example, quizzes, homework assignments, journals, and projects.

assets (knowledge of students):

- **personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, and family backgrounds, and so on, that a teacher can draw upon to support learning.
- **cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, worldviews, literature, and art, that a teacher can draw upon to support learning.
- **community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, and community events and practices, that a teacher can draw upon to support learning.

central focus: A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment. For example, the subject-specific components for visual arts are form and function, production, art context, and personal perspective. An example of a central focus for a learning segment in third grade (based upon the bigger idea of motion and movement) might be learning about the use of line in visual arts to communicate the idea of motion. The learning segment would focus on students being introduced to the concept by examining several artworks in which it features prominently. Next the class would experiment with the concept, followed by the whole group sharing their observations of their own and others’ explorations of how and why the line was used to create the feeling of motion.

¹⁴ Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for ELLs. Retrieved from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf>

¹⁵ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from <https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf>

commentary: Submitted as part of each task and, along with artifacts, make up your evidence. The commentaries should be written to explain the rationale behind your teaching decisions and to analyze and reflect on what you have learned about your teaching practice and your students' learning.

create visual art: To produce an artwork in a visual art genre (e.g., drawing, painting, sculpture, illustration, cartoon, and multimedia work, including video and installations). The creation of a visual artwork can serve a number of instructional goals, including personal creative expression, historical and cultural investigation, response to contemporary social commentary, creative problem solving in exploration of the meaning of art, and culture in postmodern times.¹⁶

engaging students in learning: Using instructional and motivational strategies that promote students' active involvement in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in learning tasks that are not well designed and/or implemented and do not increase student learning.

evaluation criteria: Performance indicators or dimensions that are used to assess evidence of student learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment. Evaluation criteria can be represented in various ways, such as a rubric, a point system for different levels of performance, or rules for awarding full versus partial credit. Evaluation criteria may examine correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations.

evidence: Consists of **artifacts** that document how you planned and implemented instruction **AND commentaries** that explain your plans and what is seen in the videorecording(s) or examine what you learned about your teaching practice and your students' learning. Evidence should demonstrate your ability to design lesson plans with instructional supports that deepen student learning, use knowledge of your students to inform instruction, foster a positive learning environment that promotes student learning, monitor and assess student progress toward learning objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

learning environment: The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for students.

learning objectives: Student learning outcomes to be achieved by the end of the lesson or learning segment.

learning segment: A set of 3–5 lessons that build one upon another toward a central focus, with a clearly defined beginning and end.

learning task: Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning

¹⁶ Based on the National Standards for Arts Education, 1994, available at <http://artsedge.kennedy-center.org/educators/standards.aspx>

goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment.

patterns of learning: Includes both quantitative and qualitative consistencies for different groups of students and individuals across the whole class. Quantitative patterns indicate the number of similar correct responses or errors across or within student assessments. Qualitative patterns include descriptions of understandings and/or misunderstandings, partial understandings, and/or attempts at solution that underlie the quantitative patterns.

personal perspective: The way in which students engage with the topic under investigation filtered through their unique life experience and interests (developmental level, culture, gender, socio-economic status, family of origin, etc.).

planned supports: Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.

prior academic learning and prerequisite skills: Includes students' content knowledge and artistic development as well as academic experiences developed prior to the learning segment.

rapport: A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well with each other.

respect: A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, **disrespect**, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent.

rubrics: Subject-specific evaluation criteria used to score your performance on edTPA. These rubrics are included in the handbook following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance representing the knowledge and skills of a novice not ready to teach (Level 1) to the advanced practices of a highly accomplished beginner (Level 5).

variety of learners: Students in your class who may require different strategies or support. These students include but are not limited to students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.