

**Rhode Island College**  
**Elementary Education Undergraduate Program Review**

**Section IV Evidence for Meeting Standards**

Assessment 6: Additional Assessment that Addresses ACEI Standards

Program Requirements

1. HED/PED 346: Methods and Materials in Elementary School Health Education & Physical Education – Assessment Artifact
  2. **ARTE 340: Methods and Materials in Art Education** – Artwork, Reflection, and Plan for Arts Integration in Future Teaching
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Program Requirement 2 – ARTE 340: Methods and Materials in Art Education – Artwork, Reflection, and Plan for Arts Integration in Future Teaching

**Brief Description of the Assessment**

Teacher candidates\* enrolled in ARTE 340: Methods and Materials in Art Education explore and create art in various forms. They bring together their course experiences, readings and art creations to write a paper. It is this paper that is assessed as the course artifact. This paper has three components: teacher candidates must write about one of their own art pieces, write about another piece that they would consider to be an exemplary work of art and they must write about the ways they would integrate the arts into instruction in their own classrooms.

This artifact provides the Department of Elementary Education with the knowledge that teacher candidates are able to use the arts as a "media for communication, inquiry and insight" with elementary students and integrate arts and other content areas as they plan for instruction.

**Alignment with ACEI Standards**

Candidates are expected to demonstrate competence in their knowledge of art and the ways they can infuse art education into their planning of content. It is through their exploration and understanding of exemplary works of art and their own creations that they learn to plan for ways to use art in their instructional practices and also use art as one form of communication in the classroom (ACEI 2.5, 3.1 and 3.5).

**Analysis of the Data Findings**

The ARTE 340: Methods and Materials in Art Education: Artwork, Reflection, & Plan for Arts Integration in Future Teaching artifact is assessed with a rubric. Each component is scored separately then the instructor makes decisions about overall scores giving final ratings of Exemplary, Acceptable or Unacceptable. Taking into account the number of teacher candidates who did not submit artifacts for this course, percentages of Exemplary ratings was still high. The Spring 2010 data shows that 65% of the teacher candidates who submitted an artifact earned an Exemplary rating; Fall 2009 data shows that 65% of the candidates who submitted one earned an Exemplary rating; and the Spring 2009 data shows that 78% of the candidates who submitted an artifact earned an Exemplary rating.

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\* While the Department of Elementary Education considers these to be teacher candidates, they can enroll in this course before being accepted in the program.

### Interpretation of How the Data Provides Evidence for Meeting Standards

The Artwork, Reflection, and Plan for Arts Integration in Future Teaching artifact is comprised of three sections. Teacher candidates are required to show, through writing, their understanding of skills in art and artistic processes and media, their knowledge of exemplary works of art from various historical and cultural contexts and their ideas about ways to plan for interdisciplinary connections to the arts and their future teaching. Through this course and its artifact, teacher candidates are required to use the arts as a "primary media for communication" within the context of their own college classrooms (ACEI 2.5, 3.1 and 3.5).

### Assessment Documentation

The Artwork, Reflection, & Plan for Arts Integration in Future Teaching artifact is a reflection that "provides evidence" of teacher candidates' art understanding and skills. Teacher candidates must also include a plan for integrating the arts into their future teaching plans. The **Assessment tool follows this section.**

This artifact is one of the Department of Elementary Education's Preparing to Teach Portfolio requirements and as such must have a rating of Acceptable or Exemplary. Teacher candidates are allowed one opportunity for revision should there be any issues with this work. The Acceptable and Exemplary artifact scores represent the candidates' levels of readiness in this area.

The data is listed in the columns: Exemplary, Acceptable, Unacceptable and NA (Not Applicable). The NA denotes the number of teacher candidates who took this course before the implementation of this artifact (Fall 2006 Semester). Based on the collected data, no teacher candidates earned an Unacceptable rating.

Program Requirement 2 – ARTE 340: Methods and Materials in Art Education: Artwork, Reflection, & Plan for Arts Integration in Future Teaching

	Artwork, Reflection, and Plan for Arts Integration in Future Teaching			
	Number scored at each rating level.			
	Exemplary	Acceptable	Unacceptable	NA
Spring 2010 n = 57	26	14	0	17
Fall 2009 n = 81	36	19	0	26
Spring 2009 n = 49	22	6	0	21

**ARTE 340: Methods and Materials in Art Education**  
**Artwork, Reflection, and Plan for Arts Integration in Future Teaching – Portfolio Artifact**

Students who want to student teach through the Elementary Education Program within the Feinstein School of Education and Human Development at Rhode Island College are required to submit a "Preparing to Student Teach Portfolio." Each student must include in this portfolio a final reflection completed as part of the ARTE 340: Methods and Materials in Art Education course that provides evidence of their art understanding and skills and presents a plan for arts integration in their future teaching. Students must include the following as components of their ARTE 340 Portfolio Artifact:

1. Look at the range of artworks you have created in a variety of media in ARTE 340 and select one of your artworks to document as an example of your understanding of and skills in art and artistic processes and media. Provide a photograph, photocopy, or descriptive sketch of this artwork and write a brief reflection describing *in your own words*:
  - the art media (materials), tools, techniques, and thinking processes you used to create this artwork;
  - any relevant art vocabulary associated with this artwork and the process of creating it; and
  - how it communicates or expresses ideas -- and is a means of inquiry (is a method or vehicle for learning).
  
2. Think of one of the many exemplary works of art from a variety of historical and cultural contexts that have been introduced to you in ARTE 340 or another exemplary artwork of your choice (site source in this case for how you found or selected this artwork). Identify the artwork (provide title, name of artist, etc.– if possible, attach a photocopy of it, too) and write a brief reflection describing *in your own words*:
  - the artwork in terms of its structural or formal visual qualities (use of line, shape, color, texture, form, and/or compositional qualities) and/or its historical and cultural aspects;
  - the ideas and meaning expressed in it; and
  - your understanding of how it is an exemplary example of achievements in the visual arts as effective means for communication, inquiry, and insight.
  
3. Describe several worthwhile interdisciplinary connections to the visual arts that you plan to make in your future teaching. Include in your plan both:
  - art-making activities
  - learning about and responding to exemplary artworks from a variety of historical and cultural perspectives.

Provide 2 copies of your ARTE 340 Portfolio Artifact with the following written as a heading:

ARTE 340 Portfolio Artifact

your name and RIC student I.D. number

your complete mailing address, phone number, and email address

the current semester

the name of your instructor

One copy will be returned to you with an evaluation (rubric): include the evaluation in your Preparing to Student Teach Portfolio; the Art Education Program will keep the other copy.

