

Evaluation of Evidence Guide

Early and Middle Childhood/Art Portfolio Entry 1

1. **Aspects of teaching. As you read through the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of students, instructional context, and how it informs instruction.
 - b) **GOALS/CONNECTIONS/RATIONALE (G/CR):** Nature and appropriateness of the selected overarching art education goal; the rationale; connections between the goal and the instructional sequence.
 - c) **INSTRUCTIONAL SEQUENCE (ISEQ):** What happens in the instructional sequence; appropriateness and effectiveness of the sequence; connection to overarching art education goal.
 - d) **ANALYSIS OF INSTRUCTION (ANA/INS):** Teacher's analysis of the effectiveness of the instructional sequence, through examination of the student's work.
 - e) **ASSESSMENT OF STUDENT WORK (ASW):** Teacher's use of summative assessment to assess student work; teacher's ability to accurately and completely describe the student work and assess it with respect to the student's understanding of the overarching art education goal.
 - f) **CONTENT KNOWLEDGE (CK):** Teacher's art content knowledge and pedagogical knowledge.
 - g) **REFLECTION (R):** Next steps, alternative approaches. Evidence that the teacher is thinking critically about his or her own teaching practice in relation to the students; teacher's ability to address substantive art education issues, analyze, and modify his or her own practice.

2. **Does instruction promote this student's growth in understanding the goals of the instructional sequence? (ANSWER FOR EACH STUDENT.) For each student, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:**
 - information about the student ← → the goals ← → the instructional sequence
 - the teacher's analysis of the instructional sequence ← → the teacher's assessment of the student work

- the written commentary ← → the student work ← → the assessment materials (i.e., quality of “fit”: do the three sources of evidence support and enhance each other or do they conflict and undermine each other?)
3. **Does the instructional sequence build toward greater understanding of the selected overarching art education goal? Consider the following:**
- the teacher’s selection of an important overarching art education goal
 - the nature and flow of the learning experiences planned for the instructional sequence
 - the teacher’s analysis of the student work as it relates to the instructional sequence
4. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to select and justify an overarching art education goal that is appropriate for his or her students, plan and implement sequenced instruction over time, and assess students’ progress towards understanding the selected goal? Think of this in terms of:**
- the selection and justification of an overarching art education goal
 - the sequence of instruction
 - the responses of the students as presented in the Photo Storyboard
 - the analysis of two students’ work
 - your judgment of the effectiveness of the instruction, overall, and for the two students
 - the assessment information regarding the two students’ work, provided in the assessment materials

Evaluation of Evidence Guide

Early and Middle Childhood/Art Portfolio Entry 2

1. **Aspects of teaching. As you review the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of students (as individuals, as early and middle childhood learners, as art learners) and instructional context, and how it informs art instruction.
 - b) **GOALS/CONNECTIONS (G/C):** Nature and appropriateness of the selected goals; connection between goals, student needs, and instruction.
 - c) **INSTRUCTION (INS):** Appropriateness and effectiveness of the instruction to engage students in learning about making art; organization, structure, and pacing of the lesson. What happens in the instruction, procedures and strategies?
 - d) **CONTENT KNOWLEDGE (CK):** Teacher's art content knowledge and pedagogical knowledge.
 - e) **LEARNING ENVIRONMENT (LE):** Is the learning environment healthy and safe; does it encourage student discourse and engagement in making art?
 - f) **EQUITY (E):** Is the learning environment equitable, accessible, and fair; does it encourage students to participate in the making of art?
 - g) **INSTRUCTIONAL RESOURCES (IR):** The teacher's use of instructional resources to enhance student learning about art making.
 - h) **INTERACTIONS (INTER):** Evidence pertaining to the teacher's interactions with students, both verbal and nonverbal; quality of dialogue with students—does it value and focus on students' work?
 - i) **ASSESSMENT (ASMT):** Teacher's use of student self-assessment or peer-assessment to further student learning, provide feedback to students, and enhance instruction.
 - j) **REFLECTION (R):** Next steps, alternative approaches, ability to analyze and modify his or her own teaching practice.

2. **Does the instruction on the video recording combine with the other aspects of the entry to facilitate students' growth in understanding the making of art? As you answer this question, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:**
- information about the students ← → the goals ← → the instruction
 - the instruction ← → the teacher's analysis ← → the assessment ← → the reflection
 - the written commentary ← → what you saw on the video recording ← → the assessment materials (i.e., quality of "fit": do the three sources support and enhance each other or do they conflict and undermine each other?)
3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to facilitate student learning about how and why art is made and demonstrate how he or she involves students in the assessment of their own progress? Think about this in terms of:**
- the instruction
 - the written commentary, including the analysis of the lesson featured on the video recording
 - the evidence from the video recording itself
 - the evidence from the assessment materials
 - the links between the different aspects of the performance

Evaluation of Evidence Guide

Early and Middle Childhood/Art Portfolio Entry 3

1. **Aspects of teaching. As you review the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of students, instructional context, and how it informs instruction.
 - b) **GOALS/CONNECTIONS (G/C):** Connection between goals, student needs, and instruction.
 - c) **INSTRUCTION (INS):** What happens in the instruction; appropriateness and effectiveness of the procedures and strategies used to promote dialogue concerning the description, analysis, and evaluation of art, and of the organization, structure, and pacing of the lesson.
 - d) **CONTENT KNOWLEDGE (CK):** Teacher's art content knowledge and pedagogical knowledge.
 - e) **LEARNING ENVIRONMENT (LE):** Is the learning environment purposeful, equitable, and supportive of the students; and does the learning environment encourage student discourse about why and how art is made?
 - f) **INSTRUCTIONAL RESOURCES AND TECHNOLOGIES (IRT):** The teacher's use of instructional resources to enhance students' learning to study, interpret, and evaluate art.
 - g) **ASSESSMENT (ASMT):** Informal or formal assessment strategies of student learning that resulted from classroom discussion(s).
 - h) **REFLECTION (R):** Next steps, alternative approaches, ability to analyze and modify his or her own teaching practice.

2. **Does the instruction on the video recording combine with other aspects of the entry to facilitate students' growth in learning to study, interpret, and evaluate art? As you answer this question, think about the quality of and links between the different parts of the evidence—are the parts and links logical, accurate, and complete? The links to think about are:**
- information about the students ← → the goals ← → the instruction
 - the instruction ← → the teacher's analysis ← → the assessment ← → the reflection
 - the written commentary ← → what you saw on the video recording ← → the assessment materials (i.e., quality of "fit": do the three sources support and enhance each other or do they conflict and undermine each other?)
3. **Think about the performance as a whole. Overall, what is the nature of the evidence of the teacher's ability to facilitate students' learning to study, interpret, and evaluate art, and how the teacher informally or formally assesses student learning that resulted from the discussion(s)? Think about this in terms of:**
- the instruction, including the procedures and strategies used to facilitate discussion
 - the written commentary, especially the analysis of the lesson featured on the video recording
 - the evidence from the video recording
 - the evidence from the assessment materials
 - the links between the different aspects of the performance

Evaluation of Evidence Guide

Early and Middle Childhood/Art Portfolio Entry 4

1. Accomplishments:

- Briefly describe each accomplishment and note the documentation provided by candidates
- Note the aspect(s) addressed in the evidence for each accomplishment as described below:
 - a) **TEACHER AS PARTNER WITH FAMILIES AND COMMUNITY (P-F/C):** Evidence that the teacher treats parents and other interested adults as valued partners in the child's development and education. Also, evidence that school–community connections facilitate ongoing, mutually beneficial interactions between the students and the wider community and enhance teaching and learning. Evidence that teacher fosters two-way dialogue with parents and other interested adults.
 - b) **TEACHER AS LEARNER (TL):** Evidence that the teacher has engaged in ongoing professional development whereby she or he has strengthened her or his knowledge, skills, and abilities relevant to his or her teaching context. Does the teacher seek information on current theories and research—and their applications—through familiarity with professional literature, participate in and support professional organizations, or take advanced course work relevant to his or her teaching and learning context?
 - c) **TEACHER AS LEADER/COLLABORATOR (L/C):** Evidence that the teacher has worked collaboratively with colleagues to improve teaching and learning (within the school or in the wider professional community). Also, evidence that the teacher has shared his or her expertise in a leadership role with other educators so that teaching and learning can be improved.
- Evaluate each accomplishment and its impact on student learning

2. Reflective Summary: Does the teacher explain what was most effective in impacting student learning and why it was effective? Does the teacher plan for impacting student learning in the future? Describe and evaluate the teacher's summary.

3. **Look at the descriptions and the documentation together with the Reflective Summary. What is the nature of the “fit” between them? Consider the following:**
 - Descriptions ← → supporting documentation ← → Reflective Summary (Each and every accomplishment listed by the teacher need not be verified by supporting documentation, and the documentation may not necessarily address every detail of the teacher’s description.)
 - Supporting documentation ← → development as a learner; leading/ collaborating with the professional community; and outreach to families and community ← → Reflective Summary

4. **Professional development, work with colleagues, and appropriateness and extent of outreach to families and the community. Consider the following evidence:**
 - Professional development activities and work with colleagues is ongoing, showing the application of improved content knowledge and/or pedagogical approaches that impact student learning.
 - Strategies used by the teacher to reach out to families and the community are appropriate for his or her students and extensive enough to engage families and the community in two-way communication for the purpose of impacting student learning.
 - Communications with families and community address substantive teaching and learning issues and student progress. (As opposed to communications that are strictly procedural, such as organizing field trips, or focused on behavior or discipline issues.)

5. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to impact student learning through work with colleagues, professionals, families and the community, and as a learner? Think about this in terms of the following areas:**
 - Teacher as Partner with Families and Communities
 - Teacher as Learner
 - Teacher as Leader/Collaborator