DIVISION OF
ACADEMIC AFFAIRS

INSTITUTIONAL EFFECTIVENESS REPORT

Instructions: For academic units, the content will focus on the assessment of student learning outcomes. Each degree program must submit a plan and report separately (i.e., a department with bachelor and master's degree programs must submit a plan and report for each program). The report should represent work accomplished during summer, fall, and spring of the past year.

Submission Instructions: While the majority of the report may be completed during the summer before the report is due, Institutional Effectiveness Reports and Plans are due September 30 to the college's assessment committee for first level review and feedback followed by the Dean/Director. All Dean/Director reviewed final reports and plans are due October 31 to the University Assessment Committee. **Circulate a printed copy first and after approval by a Dean, Director, or Vice President, email the IE Report and IE Plan as a Microsoft Word document to assessment@valdosta.edu by October 31.**

Academic Department or Division: ART	Plan Year: 2013-14
	Select Year
Degree Program (degree and major name): **BFA Art Education**	
Delivery Method: Most courses delivered on campus, Internships/Field Experiences and Student Teaching are typically off campus.	
Contact Person: Michael T. Schmidt, Department Head **Email:** mschmidt@valdosta.edu **Telephone:** 229-333-5835	

REPORT OF ASSESSMENTS

Enter assessments conducted during the previous year. The data/evidence results provided in this section should tie directly to last year's Institutional Effectiveness Plan. Standalone minors not part of an academic major require an Institutional Effectiveness Report.

STUDENT LEARNING OUTCOMES FROM CATALOG ASSESSED (as reported on your IE Plan; do not state departmental or program goals)**:**

1. demonstrate basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences;
2. demonstrate knowledge of the major styles and periods in art history, analytical methods and theories of art criticism, the development of past and contemporary art forms, contending art philosophies, and the fundamental and integral relationships of how these concepts impact the making of art.

DESCRIPTION OF ASSESSMENT CONDUCTED, INCLUDING CLASS AND TERM (a minimum of one direct measure aligned to each SLO above; do not use end of course grades; include a copy of any rubrics, surveys, or instruments used as an appendix or at the end of this document)**:**

- GACE II Content Exam data (reported 1 year behind) – required of all majors prior to student teaching *(outcome 4, 5)*

- Candidate Survey for Program Improvement (CSPI) data from ARED 4090 Student Teaching – *(outcome 1, 2, 3)* Graduate Survey for Program Improvement (GSPI) had 0 responses. Employer Survey for Candidate Improvement (ESPI) was not sent by COE+HS in 13/14.

-

- Student Teaching Portfolio with Effect Size data / Impact on Student Learning Assessment Rubric and Data – submitted as part of the student teaching. *(outcome 1, 2, 3)*

- College of Education Observation Instrument (COI) – component of all ARED 4090 student teaching experience – *(outcome 5)*

- Art Education Program Report submitted by area faculty Dr. Paula McNeill and Dr. Cindy Hasio.

- Art Education Content Exam administered to ARED 3000 class Spring 2014 *(outcome 4, 5)*

TARGETED LEVEL OF PROFICIENCY (for each assessment)**:**
- GACE Content Exam – >80% pass rate, >90% pass rate for those repeating the exam or sections of the exam.
- Candidate Survey for Program Improvement (CSPI) data – to score at or above the College of Education scores for positive responses within the survey.
- Student teacher portfolio assessments – for all program completers to receive satisfactory scores for completion of portfolios.
- 100% reporting for effect size studies within portfolios.

NUMBER OF STUDENTS ASSESSED (for each assessment)**:**
- The majority of assessments are conducted in the senior year through the ARED 4090 student teaching class; 0 fall 2013, 3 spring 2014. Some data includes two prior academic cycles.
- GACE content exam was taken by 8 students preparing for student teaching.

DATA/EVIDENCE AND ANALYSIS OF RESULTS (include qualitative or quantitative summary; raw data should be included in an attachment or at the end of the document; detail when/how results were disseminated/ discussed among program faculty; provide interpretation of results; compare results to prior years if applicable; highlight/bold/underline specific results):
- GACE II Content Exam "code 110" (reported 1 year behind) – 100% pass rate; 8 of 8 (2012-13), 100% pass rate (2012-13), compared to Statewide pass rate 98%.
- Candidate Survey for Program Improvement CSPI data showed that a majority of students were satisfied with the instruction for the program and that they felt adequately prepared for student teaching. Data illustrated that in most areas, the ARED students exceeded the COE unit average. Areas that may require further investigation/ developmental improvement include: #2 technology, #3 field experience, #7 advising.
- GACE pass rates show that they are receiving and retaining material/information.

USE OF RESULTS TO MAKE IMPROVEMENTS (provide a brief explanation for each instance of usage of results to make improvements, clearly connecting each to data/evidence results above):
- Program continues to make revisions for the content exam based on feedback from students taking the content exam and GACE.
- Work continues on better designs for the student teaching portfolio assessments within Livetext. The goal is to have a narrative and summary form to show effect size data from all student teachers.

- Communication between area faculty needs to improve. Faculty have regularly schedie;d meetings with the Department Head. Dr. McNeill was officially appointed as Art Educatijn Program Coordinator, attends meeting in COE bi-monthly. Meetings are schedules as needed with the COE Center for Program Assessment, Analytics, and Evaluation staff.
- Advising component needs to improve. Reevaluate advising processes. ARED Check Sheets have been updated.
- As VSU continues it's pilot program for **Council for the Accreditation of Educator Preparation** (CAEP) accreditation, more improvements, reflection and evaluation of the validity and reliability of assessments will be forthcoming.
- VSU is also engaged in edTPA pilot; requirements, scoring and assessments were implemented fall 2014, and become consequential fall 2015. Initial scoring results will be available spring 2015.

APPROVALS		
TITLE	**SIGNATURE**	**DATE**
Department Head/Director		
Chair, College Assessment Committee		
Dean		
Provost and Vice President for Academic Affairs		

Attachments:

- GACE Data Results

- CSPI Data (provided by COE+HS)

- Impact on Student Learning Assessment Rubric and Data

- College of Education Observation Instrument (COI)

    o 2013-14 COI Initial Self Eval
    o 2013-14 COI Final Self Eval
    o 2013-14 COI Initial Supervisor Eval
    o 2013-14 COI Final Supervisor Eval

- Art Education Program Report (Provided by Dr. Paula McNeill)

GACE Content Assessment Pass Rates
**Initial Teacher Preparation Program
2011-2013**

The Georgia Assessments for the Certification of Educators (GACE) Content Assessments were evaluated by National Evaluation Systems, Inc. (NES) until October 2013 when the Educational Testing Service (ETS) began evaluating these assessments. Candidates are required to take the GACE Content Assessment in the field(s) appropriate for their program of study prior to the completion of clinical practice as part of the program completion requirements. Faculty members in each program decide the point at which the candidates are prepared and ready to take the GACE Content Assessment. Candidates are NOT required to pass the GACE Content Assessment in order to complete clinical practice successfully and graduate, but they do have to provide documentation that they have attempted the GACE Content Assessment. Both of the GACE Content Assessment tests required for a candidate's major must be taken and passed before they can be recommended for certification (except for Communication Disorders majors which are still required to pass PRAXIS II).

GACE Content Assessment Pass Rates by Content Area Compared with the Statewide Pass Rates

Academic Content Area	Year	Number Tested	Number Passed	Percent Passing (VSU)	Percent Passing (Statewide)
109: Art Education Test I	2011-12	8	8	100	98
	2012-13	8	7	88	98
110: Art Education Test II	2011-12	8	8	100	98
	2012-13	8	8	100	99

GACE Content Assessment Pass Rates by Program

Program	Program PSC Field Code	Number Tested		Number Passed		Pass Rate	
		2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Art Education	FLD764	8	8	8	7	100%	88%

Results from Candidate Survey for Program Improvement (CSPI)
Initial Teacher Preparation Programs
2012-2014

As part of the overall College of Education and Human Services (COEHS) assessment process for initial teacher preparation programs, all candidates are asked to complete a Candidate Survey for Program Improvement (CSPI) upon completion of clinical practice. The candidates are asked to give their respective programs an overall grade, identify strengths, and make suggestions for improvements. In addition, various questions are asked about the integration of technology into instruction, preparation to meet the needs of diverse learners, quality of advising, and other areas. Results from this survey are shared with department heads and faculty members and utilized in planning program improvements.

Overall, how would you grade your preparation program?

Program	Year	N	% of Teacher Candidates Based on Response Selection				
			A	B	C	D	F
Art Teacher Education	2012-13	7	42.9	42.9	14.3	0.0	0.0
	2013-14	3	100.0	0.0	0.0	0.0	0.0
EPP Total	2012-13	326	62.2	29.2	6.2	1.8	0.6
	2013-14	336	58.3	36.6	4.8	0.3	0.0

Overall, how would you grade your preparation for integrating technology into teaching?

Program	Year	N	% of Teacher Candidates Based on Response Selection				
			A	B	C	D	F
Art Teacher Education	2012-13	7	28.6	42.9	14.3	14.3	0.0
	2013-14	3	33.3	66.7	0.0	0.0	0.0
EPP Total	2012-13	326	50.5	39.1	8.6	1.5	0.3
	2013-14	336	53.6	37.8	7.1	0.6	0.9

How helpful were the field experiences in your program?

Program	Year	N	% of Teacher Candidates Based on Response Selection				
			Very Helpful	Helpful	Somewhat Helpful	Not Helpful	Did Not Use
Art Teacher Education	2012-13	7	57.1	28.6	14.3	0.0	0.0
	2013-14	3	66.7	33.3	0.0	0.0	0.0
EPP Total	2012-13	326	73.5	19.4	6.2	0.3	0.6
	2013-14	336	71.4	23.5	4.5	0.6	0.0

Overall, did faculty members in your professional program model fairness?

Program	Year	N	% of Teacher Candidates Based on Response Selection	
			Yes	No
Art Teacher Education	2012-13	7	71.4	28.6
	2013-14	3	100.0	0.0
EPP Total	2012-13	326	95.4	4.6
	2013-14	336	97.3	2.7

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Overall, did faculty members in your professional program model behavior that reflects a belief that all students can learn?

| Program | Year | N | % of Teacher Candidates Based on Response Selection | |
			Yes	No
Art Teacher Education	2012-13	7	100.0	0.0
	2013-14	3	100.0	0.0
EPP Total	2012-13	326	96.6	3.4
	2013-14	336	99.4	0.6

Overall, did faculty members in your professional program model professionalism?

| Program | Year | N | % of Teacher Candidates Based on Response Selection | |
			Yes	No
Art Teacher Education	2012-13	7	100.0	0.0
	2013-14	3	100.0	0.0
EPP Total	2012-13	326	95.1	4.9
	2013-14	336	97.3	2.7

How helpful was your advisor after Admission to Teacher Education?

| Program | Year | N | % of Teacher Candidates Based on Response Selection | | | | |
			Very Helpful	Helpful	Somewhat Helpful	Not Helpful	Did Not Use
Art Teacher Education	2012-13	7	42.9	0.0	28.6	28.6	0.0
	2013-14	3	66.7	0.0	33.3	0.0	0.0
EPP Total	2012-13	326	52.9	25.2	10.8	5.2	5.8
	2013-14	336	52.7	24.0	14.1	6.9	2.4

Were you adequately prepared to provide instruction for, and meet the needs of, diverse learners?

| Program | Year | N | % of Teacher Candidates Based on Response Selection | |
			Yes	No
Art Teacher Education	2012-13	7	100.0	0.0
	2013-14	3	100.0	0.0
EPP Total	2012-13	326	92.3	7.7
	2013-14	336	93.7	6.3

During your program, were dispositions discussed and assessed?

| Program | Year | N | % of Teacher Candidates Based on Response Selection | |
			Yes	No
Art Teacher Education	2012-13	7	85.7	14.3
	2013-14	3	100.0	0.0
EPP Total	2012-13	326	89.9	10.1
	2013-14	336	92.8	7.2

Were you adequately prepared to use varied assessment?

Program	Year	N	% of Teacher Candidates Based on Response Selection	
			Yes	No
Art Teacher Education	2012-13	7	100.0	0.0
	2013-14	3	100.0	0.0
EPP Total	2012-13	326	92.6	7.4
	2013-14	336	91.9	8.1

Were you adequately prepared to use varied instructional methods?

Program	Year	N	% of Teacher Candidates Based on Response Selection	
			Yes	No
Art Teacher Education	2012-13	7	100.0	0.0
	2013-14	3	100.0	0.0
EPP Total	2012-13	326	93.7	6.3
	2013-14	336	96.6	3.4

Were you adequately prepared in the area of classroom management?

Program	Year	N	% of Teacher Candidates Based on Response Selection	
			Yes	No
Art Teacher Education	2012-13	7	71.4	28.6
	2013-14	3	100.0	0.0
EPP Total	2012-13	326	85.4	14.6
	2013-14	336	84.1	15.9

Have you taken the GACE II test(s) for your major?

Program	Year	N	% of Teacher Candidates Based on Response Selection	
			Yes	No
Art Teacher Education	2012-13	7	100.0	0.0
	2013-14	3	100.0	0.0
EPP Total	2012-13	326	93.8	6.2
	2013-14	336	92.3	7.7

If you have taken the GACE, did your program help to prepare you to pass the GACE Content Assessment?

Program	Year	N	% of Teacher Candidates Based on Response Selection		
			Yes	No	Not Applicable
Art Teacher Education	2012-13	7	85.7	14.3	0.0
	2013-14	3	100.0	0.0	0.0
EPP Total	2012-13	326	62.5	28.9	8.6
	2013-14	336	66.9	21.5	11.6

During your program and field experiences, did you have the opportunity to work with the following:

Program	Year	N	% of Teacher Candidates Based on Response Selection (Only % of "Yes" Responses Are Included for Each Sub-Question)				
			Diverse Public School Personnel	Diverse Public School Students	Diverse Fellow Students	Public School Students With Exceptionalities	Diverse Faculty Members
Art Teacher Education	2012-13	7	100.0	100.0	71.4	85.7	57.1
	2013-14	3	100.0	100.0	100.0	100.0	100.0
EPP Total	2012-13	326	96.3	98.4	89.8	93.5	96.6
	2013-14	336	97.0	98.8	91.9	93.3	95.8

How prepared were you to teach content in your area of specialization?

Program	Year	N	% of Teacher Candidates Based on Response Selection			
			Very Prepared	Prepared	Somewhat Prepared	Not Helpful
Art Teacher Education	2012-13	7	71.4	28.6	0.0	0.0
	2013-14	3	66.7	33.3	0.0	0.0
EPP Total	2012-13	326	55.7	39.4	4.3	0.6
	2013-14	336	50.6	43.2	6.0	0.3

Impact on Student Learning Assessment Rubric and Data

Degree/Program: B. F. A. - Art Education

Document Assessed: Lesson Plan Pre/Post-Test Effect Size Analysis

Performance Assessment of Impact on Student Learning Rubric

Indicator	Exemplary (10 pts)	Satisfactory (5 pts)	Unsatisfactory (1 pt)
Data Collection (2, 40%)	Pre and post-test data presented linked data Effect size to student learning.	Pre and post-test data was presented and reported on.	No pre or post-test data was presented.
Matched to Lesson Plan (1, 20%)	Pre and post-tests were matched to the lesson plan, but not part of the expected student outcomes.	Pre and post-tests were not separated from the expected outcomes.	No pre or post-test data was presented.
Explanation (1, 20%)	Explanation of data contained a detailed reflection of the impact the candidate had on student learning.	Brief explanation of the candidate's impact on student learning.	No explanation was presented.
Effect size was reported (1, 20%)	Effect size was reported with explanation of the candidate's impact on student learning.	Effect size was reported with no explanation.	No data was collected.

Note: Some programs use weights when calculating student performance on an assessment. If weights are used in this assessment, the weight for the indicator (point and percentage weight) is displayed in parentheses in the first column next to the indicator name.

Performance Assessment of Impact on Student Learning Assessment Data

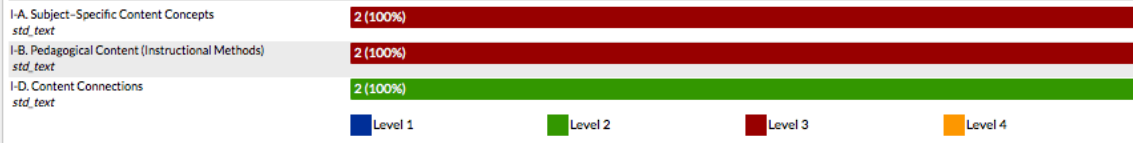| Indicator	Year	N	Mean Points	Number and Percent of Teacher Candidates Rated as:		
				Exemplary (10 pts)	Satisfactory (5 pts)	Unsatisfactory (1 pts)
Data Collection	2012-13	13	10.00	13 (100.0%)	0 (0.0%)	0 (0.0%)
	2013-14	3	10.00	3 (100.0%)	0 (0.0%)	0 (0.0%)
Matched to Lesson Plan	2012-13	13	9.62	12 (92.3%)	1 (7.7%)	0 (0.0%)
	2013-14	3	10.00	3 (100.0%)	0 (0.0%)	0 (0.0%)
Explanation	2012-13	13	7.54	9 (69.2%)	1 (7.7%)	3 (23.1%)
	2013-14	3	10.00	3 (100.0%)	0 (0.0%)	0 (0.0%)
Effect Size was Reported	2012-13	13	7.93	10 (76.9%)	0 (0.0%)	3 (23.1%)
	2013-14	3	10.00	3 (100.0%)	0 (0.0%)	0 (0.0%)

Report Title:2013-14 COI Initial Self

Milestone: Initial Scoring: All

Rubric: I. CONTENT AND CURRICULUM

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
I-A. Subject-Specific Content Concepts	0	0	2	0	3.000	3.000	0.000
I-B. Pedagogical Content (Instructional Methods)	0	0	2	0	3.000	3.000	0.000
I-D. Content Connections	0	2	0	0	2.000	2.000	0.000

I-A. Subject-Specific Content Concepts
std_text
2 (100%)

I-B. Pedagogical Content (Instructional Methods)
std_text
2 (100%)

I-D. Content Connections
std_text
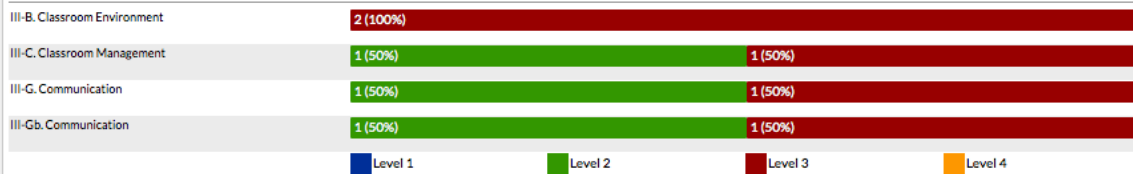2 (100%)

■ Level 1   ■ Level 2   ■ Level 3   ■ Level 4

Rubric: II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
II-C. Students' Development	0	1	1	0	2.500	2.000	0.500

II-C. Students' Development
1 (50%)   1 (50%)

■ Level 1   ■ Level 2   ■ Level 3   ■ Level 4

Rubric: III. LEARNING ENVIRONMENTS

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
III-B. Classroom Environment	0	0	2	0	3.000	3.000	0.000
III-C. Classroom Management	0	1	1	0	2.500	2.000	0.500
III-G. Communication	0	1	1	0	2.500	2.000	0.500
III-Gb. Communication	0	1	1	0	2.500	2.000	0.500

III-B. Classroom Environment
2 (100%)

III-C. Classroom Management
1 (50%)   1 (50%)

III-G. Communication
1 (50%)   1 (50%)

III-Gb. Communication
1 (50%)   1 (50%)

■ Level 1   ■ Level 2   ■ Level 3   ■ Level 4

Rubric: IV. ASSESSMENT

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
IV-C Assessment	0	0	2	0	3.000	3.000	0.000

IV-C Assessment
2 (100%)

■ Level 1   ■ Level 2   ■ Level 3   ■ Level 4

Rubric: V. PLANNING AND INSTRUCTION

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
V-B. Lesson Plan and Instruction	0	2	0	0	2.000	2.000	0.000
V-C. Instructional Strategies	0	0	1	0	3.000	3.000	0.000
V-D. Monitoring and Adjustments	0	0	2	0	3.000	3.000	0.000
V-F. Resources	0	2	0	0	2.000	2.000	0.000
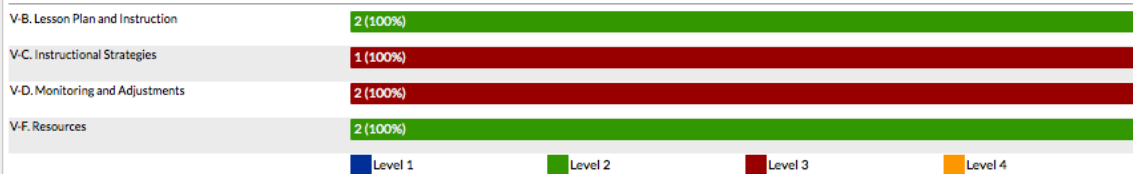
V-B. Lesson Plan and Instruction
2 (100%)

V-C. Instructional Strategies
1 (100%)

V-D. Monitoring and Adjustments
2 (100%)

V-F. Resources
2 (100%)

■ Level 1   ■ Level 2   ■ Level 3   ■ Level 4

Rubric: VI. PROFESSIONALISM

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
VI-D. Reflection	0	0	1	1	3.500	3.000	0.500
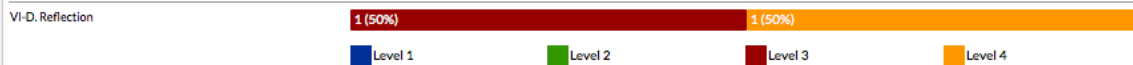
VI-D. Reflection
1 (50%)   1 (50%)

■ Level 1   ■ Level 2   ■ Level 3   ■ Level 4

ⓘ Total assessments completed: 2

Report Title: 2013-14 COI Final Self

Milestone: Final Scoring: All

Rubric: I. CONTENT AND CURRICULUM

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
I-A. Subject–Specific Content Concepts	0	0	0	3	4.000	4.000	0.000
I-B. Pedagogical Content (Instructional Methods)	0	0	1	2	3.667	4.000	0.471
I-D. Content Connections	0	0	1	2	3.667	4.000	0.471

I-A. Subject–Specific Content Concepts
std_text   3 (100%)

I-B. Pedagogical Content (Instructional Methods)
std_text   1 (33%)   2 (66%)

I-D. Content Connections
std_text   1 (33%)   2 (66%)

Level 1   Level 2   Level 3   Level 4

Rubric: II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
II-C. Students' Development	0	0	0	3	4.000	4.000	0.000

II-C. Students' Development   3 (100%)

Level 1   Level 2   Level 3   Level 4

Rubric: III. LEARNING ENVIRONMENTS

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
III-B. Classroom Environment	0	1	1	1	3.000	2.000	0.816
III-C. Classroom Management	0	0	1	2	3.667	4.000	0.471
III-G. Communication	0	0	0	3	4.000	4.000	0.000
III-Gb. Communication	0	0	1	2	3.667	4.000	0.471

III-B. Classroom Environment   1 (33%)   1 (33%)   1 (33%)

III-C. Classroom Management   1 (33%)   2 (66%)

III-G. Communication   3 (100%)

III-Gb. Communication   1 (33%)   2 (66%)

Level 1   Level 2   Level 3   Level 4

Rubric: IV. ASSESSMENT

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
IV-C Assessment	0	0	1	2	3.667	4.000	0.471

IV-C Assessment   1 (33%)   2 (66%)

Level 1   Level 2   Level 3   Level 4

Rubric: V. PLANNING AND INSTRUCTION

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
V-B. Lesson Plan and Instruction	0	0	0	3	4.000	4.000	0.000
V-C. Instructional Strategies	0	0	0	3	4.000	4.000	0.000
V-D. Monitoring and Adjustments	0	0	0	3	4.000	4.000	0.000
V-F. Resources	0	0	1	2	3.667	4.000	0.471

V-B. Lesson Plan and Instruction   3 (100%)

V-C. Instructional Strategies   3 (100%)

V-D. Monitoring and Adjustments   3 (100%)

V-F. Resources   1 (33%)   2 (66%)

Level 1   Level 2   Level 3   Level 4

Rubric: VI. PROFESSIONALISM

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
VI-D. Reflection	0	0	0	3	4.000	4.000	0.000

VI-D. Reflection   3 (100%)

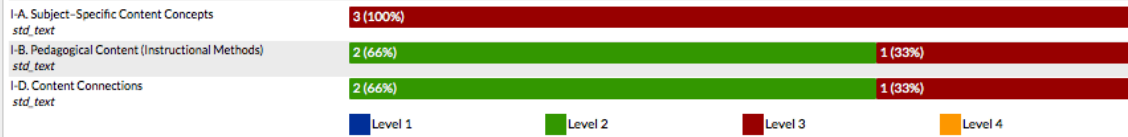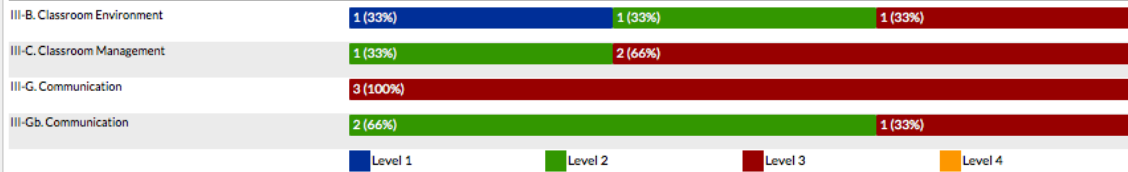Level 1   Level 2   Level 3   Level 4

Total assessments completed: 3

Report Title: 2013-14 COI Initial Supervisor

Milestone: Initial Scoring: All

Rubric: I. CONTENT AND CURRICULUM

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
I-A. Subject-Specific Content Concepts	0	0	3	0	3.000	3.000	0.000
I-B. Pedagogical Content (Instructional Methods)	0	2	1	0	2.333	2.000	0.471
I-D. Content Connections	0	2	1	0	2.333	2.000	0.471

I-A. Subject-Specific Content Concepts *std_text*	3 (100%)
I-B. Pedagogical Content (Instructional Methods) *std_text*	2 (66%) / 1 (33%)
I-D. Content Connections *std_text*	2 (66%) / 1 (33%)

Level 1   Level 2   Level 3   Level 4

Rubric: II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
II-C. Students' Development	0	2	1	0	2.333	2.000	0.471

II-C. Students' Development	2 (66%) / 1 (33%)

Level 1   Level 2   Level 3   Level 4

Rubric: III. LEARNING ENVIRONMENTS

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
III-B. Classroom Environment	1	1	1	0	2.000	1.000	0.816
III-C. Classroom Management	0	1	2	0	2.667	3.000	0.471
III-G. Communication	0	0	3	0	3.000	3.000	0.000
III-Gb. Communication	0	2	1	0	2.333	2.000	0.471

III-B. Classroom Environment	1 (33%) / 1 (33%) / 1 (33%)
III-C. Classroom Management	1 (33%) / 2 (66%)
III-G. Communication	3 (100%)
III-Gb. Communication	2 (66%) / 1 (33%)

Level 1   Level 2   Level 3   Level 4

Rubric: IV. ASSESSMENT

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
IV-C Assessment	0	2	1	0	2.333	2.000	0.471

IV-C Assessment	2 (66%) / 1 (33%)

Level 1   Level 2   Level 3   Level 4

Rubric: V. PLANNING AND INSTRUCTION

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
V-B. Lesson Plan and Instruction	0	1	1	0	2.500	2.000	0.500
V-C. Instructional Strategies	0	0	1	0	3.000	3.000	0.000
V-D. Monitoring and Adjustments	0	0	1	0	3.000	3.000	0.000
V-F. Resources	1	0	1	0	2.000	1.000	1.000

V-B. Lesson Plan and Instruction	1 (50%) / 1 (50%)
V-C. Instructional Strategies	1 (100%)
V-D. Monitoring and Adjustments	1 (100%)
V-F. Resources	1 (50%) / 1 (50%)

Level 1   Level 2   Level 3   Level 4

Rubric: VI. PROFESSIONALISM

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
VI-D. Reflection	0	1	1	1	3.000	2.000	0.816
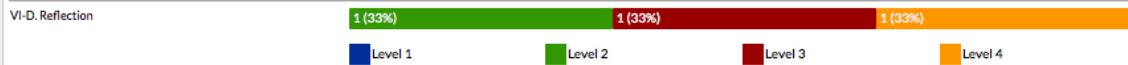
VI-D. Reflection	1 (33%) / 1 (33%) / 1 (33%)

Level 1   Level 2   Level 3   Level 4

Total assessments completed: 3

Report Title: 2013-14 COI Final Supervisor

Milestone: Final Scoring: All

Rubric: I. CONTENT AND CURRICULUM

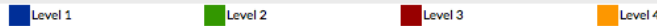|	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
I-A. Subject–Specific Content Concepts	0	0	2	1	3.333	3.000	0.471
I-B. Pedagogical Content (Instructional Methods)	0	0	2	1	3.333	3.000	0.471
I-D. Content Connections	0	0	2	1	3.333	3.000	0.471

I-A. Subject–Specific Content Concepts std_text	2 (66%)	1 (33%)
I-B. Pedagogical Content (Instructional Methods) std_text	2 (66%)	1 (33%)
I-D. Content Connections std_text	2 (66%)	1 (33%)

Level 1 Level 2 Level 3 Level 4

Rubric: II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
II-C. Students' Development	0	0	2	1	3.333	3.000	0.471
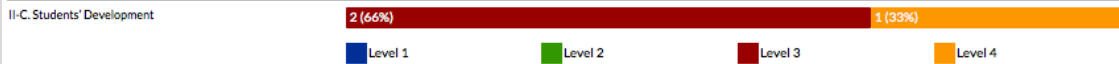
II-C. Students' Development	2 (66%)	1 (33%)

Level 1 Level 2 Level 3 Level 4

Rubric: III. LEARNING ENVIRONMENTS

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
III-B. Classroom Environment	0	0	2	1	3.333	3.000	0.471
III-C. Classroom Management	0	0	2	1	3.333	3.000	0.471
III-G. Communication	0	0	2	1	3.333	3.000	0.471
III-Gb. Communication	0	0	2	1	3.333	3.000	0.471

III-B. Classroom Environment	2 (66%)	1 (33%)
III-C. Classroom Management	2 (66%)	1 (33%)
III-G. Communication	2 (66%)	1 (33%)
III-Gb. Communication	2 (66%)	1 (33%)

Level 1 Level 2 Level 3 Level 4

Rubric: IV. ASSESSMENT

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
IV-C Assessment	0	0	2	1	3.333	3.000	0.471
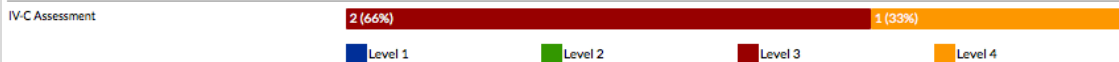
IV-C Assessment	2 (66%)	1 (33%)

Level 1 Level 2 Level 3 Level 4

Rubric: V. PLANNING AND INSTRUCTION

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
V-B. Lesson Plan and Instruction	0	0	2	1	3.333	3.000	0.471
V-C. Instructional Strategies	0	0	2	1	3.333	3.000	0.471
V-D. Monitoring and Adjustments	0	0	2	1	3.333	3.000	0.471
V-F. Resources	0	0	2	1	3.333	3.000	0.471
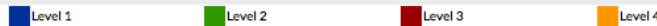
V-B. Lesson Plan and Instruction	2 (66%)	1 (33%)
V-C. Instructional Strategies	2 (66%)	1 (33%)
V-D. Monitoring and Adjustments	2 (66%)	1 (33%)
V-F. Resources	2 (66%)	1 (33%)

Level 1 Level 2 Level 3 Level 4

Rubric: VI. PROFESSIONALISM

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Mean	Mode	Stdev
VI-D. Reflection	0	0	1	2	3.667	4.000	0.471

VI-D. Reflection	1 (33%)	2 (66%)

Level 1 Level 2 Level 3 Level 4

Total assessments completed: 3

DIVISION OF
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ART EDUCATION PROGRAM REPORT, 2013-2014
(Dr. Paula L. McNeill and Dr. Cindy Hasio)

PART I

(Dr. Paula L. McNeill)

Art Education Advisory Committee Meeting

Meeting, October 9, 2013, IDEA Center: those present included Michael Schmidt, Paula McNeill, Cindy Hasio, Sherry Bennett, Stephanie Summers, and Marilyn Bechler

Art Education Student Professionalism/Community and School Partnerships

Steven Setser received the GAEA Student Chapter Scholarship ($250) to present *From Plains Indian Parfleches to Handmade Containers for Kids* at the 2013 GAEA Fall conference in Savannah, Georgia, and submitted an article about his GAEA experience to *Collage,* a GAEA publication.

Samantha Galliano participated in teaching the above *parfleche* workshop at the Fall 2013 GAEA conference in Savannah

Alex Crowder, Daisy Daniel, Anna Hardin, Becky Kluball, Becca Michael, Carlin Morrison, and Lorianna Weathers participated in *What We Care About: a PhotoVoice Literacy Project* poster session at the Third Annual VSU Undergraduate Research Symposium, Spring, 2014, based on field teaching experiences teacher and collaboration with language ars teacher Meredith Hall at Valdosta Early College Academy (VECA), ARED 3010, Spring 2014.

Daisy Daniel, Lorianna Weathers, Shauni R. and Professor Michael Smoot and others taught *Impressions of Empathy: To Kill a Mockingbird's Multidisciplinary Ties* screen printmaking workshop at VECA, May 2014

2014 GAEA and 2015 NAEA refereed proposals based on field teaching experiences with PhotoVoice and screen printing projects submitted Spring 2014

VSU art education students taught art classes Fall 2013-Spring 2014 at the **Annette Howell Turner Center for the Arts and Boys and Girls Club of Valdosta,** *Art Explorations* program

Recent VSU art education graduates accepted art teaching positions in the public schools of Georgia for Fall 2014: **Kathleen Hilliard, Ree Lambert, Maria Vasquez, (Steven Setser and Elisha Craig's placement pending)**

Art Education Student Recruitment Videos: Craig Hawkins and I with former VSU art education students **Meredith Nuckols and Maria Vasquez** completed preliminary recruitment video interviews for department of art website to promote art education. submitted to art department head for preview, Spring 2014.

Dewar College of Education Training: edTPA; TKES, LiveText, edTPA workshops, webinars, LiveText, MAT, other:
Fall 2013
August
8/9/13 Dr. Hasio and I attended COE Clinical Practice Orientation where implementation of **edTPA** was mentioned
8/16/13 Attended **LiveText**, COE Observation Instrument review training session for Supervision of Clinical Practice
September
9/16/13 **edTPA** Orientation, noon-2:00 pm, COE Dean's Conference Room
October
10/1/13 Attended **edTPA** "Academic Language" Webinar, 10-noon, COE
10/8/13 Attended GA PSC Webinar, **PAAR,** 1:30, COE

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January

1/10/14 Attended COE Clinical Practice Orientation and Supervision, 9-noon, where **edTPA** was mentioned

1/27/14 **edTPA training** workshop**,** 9-3:00 pm, COE

 February

2/3/14 **edTPA training**, 9-4:00 pm, led by Pam Wetherington from Columbus State, COE

2/5/14 **Initial Portfolio Task Force** meeting, 11-12, led by Dr. Lynn Minor, COE

2/10/14 Student Teaching Professional Development Day, "Teach Like a Pirate," 5-7:30 pm

2/26/14 **LiveTex**t Training, 2-4, COE

2/27/14 Attended **Education Career Fair** with art education students

March

3/2014 Dr. Hasio and I participated in discussion on the pros and cons of implementation of edTPA from a national point of view at a **2014 NAEA** session led by Kennesaw State University art educator, **Dr. Diana Gregory** in San Diego

April

4/8/14 Attended VSU Undergraduate Research Symposium with art ed poster session presenters

4/21/14 Attended Mayor's Council Banquet, "Dan Keplinger", keynote speaker

4/24/14 Attended COE Awards Ceremony, Maria Vasquez, Art Education Student Teacher awardee

4/28/14 **TKES credentialing workshop,** Day 1 of 3, 8-4:00 pm

May

5/6/14 Attended "Art Explorations" student exhibit/reception, Turner Center for the Arts

5/20/14 **TKES credentialing workshop**, Day 2 of 3

5/21/14 **TKES credentialing workshop**, Day 3 of 3

MAT program research:

Fall 2013 and Spring 2014, I researched the MAT in art education program on-line at **Kennesaw State University** (KSU) as well as through e-mail correspondence and discussion with KSU art educators Drs. Sandra Bird and Diana Gregory. Content of the discussions centered around how edTPA impacts their MAT program as well as KSU's undergraduate art ed program, searching for solutions to glitches in the new system from their "on the ground " point of view. In August I believe VSU art and College of Education faculty might consider a continuation of discussion with KSU art education faculty as VSU embraces change in VSU's art education curriculum**.**

Presentations and Proposed Presentations

Dr. Paula L. McNeill, VSU art education students

McNeill, P. (March 2015). **Proposed** presentation with VSU art education students: *What We Care About: a PhotoVoice Literacy Project.* National Art Education Association, New Orleans, Louisiana

McNeill, P. (March 2015). **Proposed** presentation with VSU art education students and Michael Smoot: *Impressions of Empathy: To Kill a Mockingbird's Multidisciplinary Ties* National Art Education Association, New Orleans, Louisiana (I mentored students Daisy Daniel and Lorianna Weathers on refereed proposal writing and submission as well as participating in screen printmaking workshop at Valdosta Early College Academy (VECA), Spring 2014.)

McNeill, P. (October 8-11, 2014) **Accepted** Panel session, *Examining Photography's Golden Age(s): Mentors, Inspiration, and Anticipating the Future,* with co-chair, Dr. James Swensen, Brigham Young University; **accepted panel presentation**: *Fathoming Photo Historian and Mentor, Beaumont Newhall: University of New Mexico, 1971-1973*, Southeastern College Art Conference (SECAC), Sarasota, Florida

McNeill, P. (October 2-5, 2014) **Proposed** presentation with VSU art education students: *What We Care About: a PhotoVoice Literacy Project*. Georgia Art Education Association, Macon, Georgia

McNeill, P. (October 2-5, 2014) **Proposed** presentation with VSU art education students and Michael Smoot. *Impressions of Empathy: To Kill a Mockingbird's Multidisciplinary Ties,* Georgia Art Education Association, Macon, Georgia

McNeill, P. (September 24-28, 2014) **Accepted presentation**, *The Art and Life of Art Educator Arlene Braithwaite,* Featured Artist, 11th Annual Escalante Canyons Art Festival (Everett Ruess Days), Escalante, Utah

McNeill, P. (March 2014). **Presenter**, *PhotoVoice: Participatory Photography for Social Change: a Diversity Project.* National Art Education Association, San Diego, California.

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PART II

Summary of assessment data collected in Live Text and Classroom Observations

(Dr. Cindy Hasio)

LiveText consists of the Art Education Portfolio, Resume, Philosophy, Student Observation Forms I, II, and III, Reflective Journals during the course of the semester and six Standards that are subcategorized into artifacts that the students must fill in during their semester course as documentation of their growth in student learning and teaching. The artifacts include their assessments within the observed classrooms, lesson plans, evidence of the lessons (pictures, pretest/post-test) and evaluations and reflections of what they have learned.

During the course, there are a few ways to assess and measure how well the students mastered the Core Curriculum Outcomes within GACE through higher levels of understanding. One way is by asking students to explain, analyze, and reflect during their class observations and teachings. The efficient use of class time includes a formal class presentation after each project, a response or reflective paper, or class critiques designed to assess student's ability to synthesize knowledge or to give feedback so students can reflect and demonstrate oral skills. Another way is to assess the student teaching observations based on their documentation and reflective papers that are uploaded into LiveText. In the reflective writing part of the assignment, responses reflected complete understanding of the project and exhibited a depth of reflection, understanding and learning progress towards the assignment by completing all the criteria in the rubric. When the students go into the classroom, they are not only observing the students but helping them learn. The students must fill out the COE Observations forms I, II, and III for each school they observe in.

Assessment of Student Teaching Observations

The Secondary Methods course is structured so that the students go observe and teach at the schools one day out of the week. The other day of the week, students are discussing, and writing in their LiveText portfolios. Formal assessments include the documentation of lesson plans, reflections, and readings that are uploaded into their artifacts section in LiveText. Student performance and the validity of each student's assessment to demonstrate knowledge of their learning process within the schools matches its course objectives, the identified knowledge and skill domains, and represents the understanding of creative projects in order to engage in self-reflection. Rubrics for each project and paper assess each learning objective. The written response rubric has two categories for student assessment: Completeness and correctness of responses, and responses reflect concepts and exhibited a depth of understanding for the project. In the reflective writing part of the assignment, responses reflected complete understanding of the project and exhibited a depth of reflection, understanding and learning progress towards the assignment by completing all the criteria in the rubric. When the students go into the classroom, they are not only observing the students but helping them learn. The students must fill out the COE Observations forms I, II, and III for each school they observe in. While their peers are teaching, the rest of the class fills in the Observation forms for their peers to provide feedback.

For the lesson plans, students demonstrates mastery of the criteria within the rubric and shows evidence of this effectively and conceptually through the finished project by completing all five criteria in the rubric and implementing this into the classroom. There is an evaluation grading sheet that the students receive after each project to ensure that this type of formal assessment information is directly relate to the course objectives and the rubric.

Other Assessment Data

For the course curriculum, measuring student outcomes include multiple assessment methods such as assignments of readings and reflections uploaded into Blazeview, oral presentations, and informal assessments based on discussions. Other assessments include observing students in the public school and how they use their instructional strategies and approaches in teaching. The structure of the class uses different pedagogical methods to ensure student learning, changing the projects to be more engaging, and allowing more variations to present orally and visually through by integrating different formats such as the use of technology and audio in the projects. Feedback given not only from the instructor, but from their peers is essential for students to learn and grow. This is critical for aligning arts performance-based assessments with the Common Core Standards within GACE to promote rigorous student achievement and career and readiness.

Presentations and Proposed Presentations

Dr. Cindy Hasio

Hasio, C. (March 2015). Proposed presentation: Experiential learning Through Experimental Video: Allowing Pre-service students to Express Themselves Non-Objectively. National Art Education Association, New Orleans, LA.

Hasio, C. (March 2015). Proposed presentation: *Sparking the Dispirited: Motivating Non-Majors through Creative Spaces and Formats.* National Art Education Association, New Orleans, LA.

Hasio, C. (October 2014). Proposed presentation: *Using new Innovations in Technology to Teach Preservice Art Education Students.* Georgia Art Education Association Conference, Macon, GA.

Hasio, C. (October 2014). Proposed presentation: *New Ways of Expression: Using Video to Teach Art.* Georgia Art Education Association Conference, Macon, GA.

Hasio, C. (April 2014). Presenter: *Feminist Art and Post Modern Feminism: Giving Voices to Women Through Creative Expression*. Presentation at the Georgia Art Education Association Conference, Lake Blackshear, GA.

Hasio, C. (April 2014). Presenter: *How to Create a Storyboard*. Presentation at the Georgia Art Education Association Conference, Lake Blackshear, GA.

Hasio, C. (March 2014). Presenter: *Telling a Visual Story with Windows Movie Maker.* Presentation at the National Art Education Association, San Diego, CA.

Hasio, C. (March 2014). Presenter: *Paintings that Move and Groove: Using Photoshop to Make Artwork Come Alive*. Presentation at the National Art Education Association, San Diego, CA.

Hasio, C. (January 2014). Presenter: *Encouraging Critical Thinking in the Art Class through a Creative Poster Lesson.* Presentation at the Clute International Academic Conference, Orlando, FL.

Hasio, C. (November 2013). Co-Presenter: An Arts and Crafts Study of Veterans and Empowerment. *Attention! Art and the military.* Presentation at the Southeastern College Art Conference, Greensboro, NC.

Hasio, C. (October 2013). Presenter: *Personal Story through Storyboarding.* Presentation at the Georgia Art Education Association Conference, Savannah, GA.