



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

Course Name	Assessment in the Arts
Course Number	OL 5538
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Using the strategies from this course, you'll ensure your students take away what you intended, and will develop a long-lasting, and meaningful, appreciation of the arts. Applying traditional assessment to art instruction can pose challenges because what matters in the art classroom is: instilling a love of art, creativity, experimentation, and other things that can't always be measured! The nature and diversity of art-based disciplines means assessments like multiple-choice tests and essays often can't adequately measure student learning. In this course, you will evaluate and create a variety of formative and summative art assessment strategies for your classroom. You'll explore techniques for evaluating student performance based on your learning objectives, including journals, portfolios, and integrated performances. In addition, you'll learn how to sequence activities that build in opportunities for students to reflect on their creative art experiences.

Course Objectives:

1. Use prompts about assessment in the arts, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Explore the connection between supporting the arts, debunking common misconceptions about assessing artistic endeavors, and the role of assessment in the arts.
3. Distinguish the forms of assessment used in the classroom and how they differ from grading.
4. Apply various formative and summative assessment strategies in your classroom.
5. Integrate multiple forms of assessments into your teaching strategy.

Required Reading:

All articles and other resources are linked in the online environment, within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

- Béland, S., & Leduc, D. (Eds.). (2023). Perspectives on Learning Assessment in the Arts in Higher Education: Supporting Transparent Assessment Across Artistic Disciplines. Routledge.
- Donovan, L., & Anderberg, S. (2020). Teacher as Curator: Formative Assessment and Arts-based Strategies (S. Anderberg, Ed.). Teachers College Press.
- Shaw, B. P. (2018). Music Assessment for Better Ensembles. Oxford University Press.
- The Art of Education University: Home. Retrieved June 12, 2023, from <http://theartofeducation.edu>
- Walsh, J. A. (2022). Questioning for Formative Feedback: Meaningful Dialogue to Improve Learning. ASCD.
- William, D. (2017). Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning). Solution Tree Press.

All coursework is to be completed in the Teaching Channel online environment.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about assessment in the arts.
2. Summarize your previous knowledge or experience with assessment in the arts.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Application: Assessment Meets Advocacy

Research proves that the arts are a valuable component of preK-12 curriculum. According to Americans for the Arts, students who are provided with arts education achieve higher GPAs, higher standardized test scores, and lower drop-out rates. In fact, high school students who participate in four years of arts or music average 100 points higher on the SAT. It is indisputable that the arts should be considered as important as other content areas, although funding and community perception do not always align with this perspective.

One way to ensure school communities perceive the arts as a worthwhile endeavor is to include effective assessments that are as rigorous as assessments in other content areas. However, assessing student performance in the arts requires a different approach than traditional content-area assessment.

Please review the following resources, and complete the application that follows.

All coursework is to be completed in the Teaching Channel online environment.

Begin by reading "[10 Reasons to Support the Arts in 2022](#)" by Randy Cohen which provides 10 compelling statistics to support arts advocacy and a story about how the arts have personally supported him throughout the COVID-19 pandemic.

Understanding the link between arts advocacy and the importance of assessment in the classroom is foundational when exploring assessment in the arts. Arts programs are often the first to get cut and assessment can go a long way in providing a strong argument to prevent that. Read "[Creativity and Academics: The Power of an Arts Education](#)" by Neil Swapp to explore this further and then "[The Top 10 Reasons Art Assessment Matters](#)" by Jessica Balsley where she highlights arts advocacy amongst several other tangible reasons why assessment matters in the arts.

Before diving into the benefits and various types of assessments, read "[4 Myths of Assessment in the Visual Arts](#)," by Janet Taylor and "[Top 5 Assessment Myths - Busted!](#)" by Kaplan Learning Center, and "Fine and Performing Arts Program Assessment: Getting Past the Subjectivity Myth" by Neil Pagano and Tyler Roeger to explore some common myths around assessment. In a table like the one below, demonstrate how your "teacher language" has shifted as a result of what you learned in the course.

Include 3 or more "before" statements (how you used to talk to students), then in the column on the right, provide the new language you will use with students, regarding assessment, based on your learning.

Before	After
1.	
2.	
3.	

Please submit your completed table with your Module coursework. If sharing a link, be sure the share settings are set to, "anyone with the link can view."

4. Application: Assessing Assessment

Grading focuses on the final result, assigning a grade based on quality and measuring where students are in relation to one another. Assessment takes a wider perspective by considering the evolution of a student's progress and personal growth.

Please review the following resources, and complete the application that follows.

- Listen to "Assessment vs. Grading" with Janet Taylor to explore the differences between grading and assessment and why assessment is valuable in addition to grading.
- Review this "Glossary of Assessment Terms" provided by the State Collaborative on Assessment and Student Standards Arts Education Assessment Consortium to get familiar with the language of assessment in the arts.
- Read "5 Tips for Better Art Assessments" and "How to Create the Best Assessments" by Janet Taylor to explore how to create assessments that best enhance and demonstrate student learning in your classroom.

There are two major categories of assessments that will be covered in this course, each with a specific purpose. Watch "Formative vs. Summative Assessments" by Megan Baker for an overview of how each is utilized.

Diagnostic or Pre-Assessment can also be utilized in the classroom. Read "5 Simple Pre-Assessments for Short Class Periods" by Kelly Phillips to learn more.

Read "Finding the Right Dose of Assessment for Your Art Room" by Tracy Hare for a more in depth look at specific examples of each type of assessment and implement them strategically into your classroom.

To complete this application, identify 2 quotes that stood out to you, or summarize a section from the course resources.

Write your thoughts (insights, connections, questions, etc.) about the quotes in a total of one paragraph or more for each. Cite the resource where you found the quote or section in your submission.

Submit your writing with your Module coursework.

If sharing a link, be sure the share settings are set to, "anyone with the link can view."

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: A Closer Look at Formative Assessments

In the context of the arts, formative assessment involves providing constructive feedback and guidance to students as they engage in creative processes. It focuses on assessing their artistic skills, techniques, conceptual understanding, and growth over time.

Additionally, it helps students identify areas for improvement, refine their artistic choices, and deepen their understanding of artistic principles. By providing timely feedback, formative assessment supports students' development, encourages creativity, and enhances their overall artistic abilities.

All coursework is to be completed in the Teaching Channel online environment.

Please review the following resources, and complete the application that follows.

- Read "Formative Assessment in Arts Education" by Kathy Dyer for an overview of how formative assessment can be applied to all content areas within arts education.
- Read "6 Strategies for Fast and Formative Assessments" by Wynita Harmon and "20 Quick Formative Assessments You Can Use TODAY" by Sarah Dougherty for some quick and easy ways to implement formative assessment every day in a visual arts classroom.
- Read "Formative Assessment Strategies for the Music Classroom" by Sally Utley to explore how formative assessment can be applied in a music arts classroom.
- Read "Formative Assessment" by Lynne B Silverstein to explore how formative assessment can be applied through arts integration.

Now it is time to set some micro-goals for integrating formative assessment strategies into your classroom. Sometimes starting small can provide momentum when a large scale goal feels intimidating. A micro-goal is a simple and short goal that can ensure you make steps toward larger goals.

For this application, please create 3 micro-goals, incorporating one or more of the formative assessment practices above in your classroom. To organize your goals, create a table like the one below. Please include the following with each goal:

Micro-goal and rationale	What you need to be successful	Target date for meeting your goal	How you will know if you met your goal
1.			
2.			
3.			

Keep these micro-goals manageable and realistic, and be prepared to celebrate their completion! Please submit the completed table with your coursework. If sharing a link, be sure the share settings are set to, "anyone with the link can view."

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3. Application: A Closer Look at Summative Assessments

Summative assessment refers to the evaluation of students' learning at the end of a specific period, such as a unit, semester, or academic year. It aims to measure the overall achievement and understanding of the material covered. In the context of the arts, summative assessment plays a crucial role in evaluating students' artistic skills, knowledge, and creative abilities.

Please review the following resources, and complete the application that follows.

- Read "[How to Streamline Your Summative Assessments with Our Awesome Plug n' Play Rubric](#)" and "[5 Seamless Ways to Tie in Assessments at the End of the School Year](#)" by Janet Taylor to explore different ways to use a rubric for summative assessment in the art room.
- Listen to "[Finals in the Art Room](#)" by Tim Bogatz where he discusses how to work with themes on a final, everything involved in the planning process, and how students can find success with an end-of-year assessment.
- Read "[Assessment Variety in the Music Room](#)" by Aileen Miracle which identifies the importance of including different types of assessment in music education with examples and resources to help you do so.
- Read "[Summative Assessment](#)" published by Baylor University to learn about components and challenges to consider when designing summative assessments.
- Read "[Portfolios: The Next Wave of Student Assessment](#)" by Lindsey Cosgrove to contemplate how portfolios can be used as both a formative and summative assessment tool.

Take a moment now to think about how you use assessment in your role and/or classroom by considering the following (this is for you to think about only, no need to submit responses to these things you are pondering):

- Are your assessments of learning, for learning or as learning?
- Are the targets of your assessments clear to you and your learners?
- Do your assessments lead to improved instruction?
- How do students benefit from your assessments?

One way to improve your assessment practice is through differentiation of assessments to provide students more and varied opportunities to show what they know. For this Application, please complete the following steps:

Choose one diagnostic/pre-assessment, one formative and one summative assessment that you typically use with students.

Using our [Assessment Differentiation chart](#), describe the existing assessment and then develop three options for differentiation including a 2-3 sentence description each of the new options.

Upon completion, you should have ideas for 9 new assessment options to use with students!

Please submit the completed chart with your Module submission.

All coursework is to be completed in the Teaching Channel online environment.

If sharing a link, be sure the share settings are set to, "anyone with the link can view."

4. Application: Making the Most of Your Assessments

Assessments are essential in an arts classroom to support student growth, inform instructional decisions, and foster a culture of continuous improvement and artistic development. They play a crucial role in promoting learning, creativity, and self-expression in the arts.

It is important to keep in mind what comes before and after the assessments, as well.

Please review the following resources, and complete the application that follows.

There are several things you can do before and after administering an assessment (be it formative, summative, or other) that amplifies the benefits of the information you collect.

Read "[How to Counter Learned Helplessness](#)" by Ginna Guiang-Myers and "[Reducing Test Anxiety With Simple Strategies](#)" by Laura Lee, and watch "[Learning Through Mistakes](#)" by Emilina Minero to minimize anxiety around testing, failure, and to promote realistic optimism.

Get clear on what you are assessing. Some assessments are used to help navigate the curriculum or check-in on student progress. Other assessments are helpful in measuring where students are in relationship with state or national standards.

Read "[What You Need To Know About the New National Core Arts Standards](#)" by Jeff M. Poulin and "[The Arts and the Common Core](#)" by Amy Charleroy to explore connections between the Common Core State Standards and the National Core Arts Standards Conceptual Framework.

Review the "[National Arts Standards Matrix](#)" provided by The National Coalition for Arts Standards.

Providing feedback to your students is a vital part of the assessment process. Watch all, or part, of "[Pharrell Williams Masterclass with Students](#)" by the NYU Clive Davis Institute for a real life example of providing feedback.

And now it's time to implement what you've learned by designing a lesson that incorporates both summative and formative assessments.

To meet the requirements of this application, include the following in your 30 minute, or longer, lesson plan:

- Grade Level and Subject Area
- Goals/objectives
- A new strategy from the course
- Enough information so a colleague could teach the lesson in your absence
- Any other information to help us understand how you will implement the lesson with students

Please submit your completed lesson plan with your Module coursework.

If sharing a link, be sure the share settings are set to, "anyone with the link can view."

All coursework is to be completed in the Teaching Channel online environment.

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Synthesis

Professional learning is essential for teachers to continue growing and improving their practice. Now, it's time to put your learning into action with a culminating project. This project is an opportunity for you to utilize the knowledge and skills you've acquired throughout the course to create something practical for your classroom or school. Teaching Channel wants you to culminate this course through an assignment that's relevant, applicable, and useful. Please select and complete one of the following options:

Option A: Plan an Initiative

Develop a plan to incorporate a paradigm shift, a specific educational model or a growth initiative into your classroom, on your team, or in your building. You may use Google Slides, Google Docs (for a narrative)—whatever works best for you. Please include each of the following in your 2 page or more plan:

1. Goals – what will the end results be?
2. Allies and Resources – who and what could help you reach your goals?
3. Communication – how will you engage with all stakeholders
4. Roadblocks and possible solutions
5. Timeline for implementation

All coursework is to be completed in the Teaching Channel online environment.

Examples:

- Detail implementation of a new arts assessment protocol for your school
- Create a program to educate new teachers in your district about the impact of arts assessment on arts advocacy
- Revamp your school's method of incorporating formative and summative assessment practices in the arts
- Revamp your school's method of assessing the arts

Option B: Design a Presentation

Create a 30 min or more presentation for an audience of your choice, based on your learning in this course. Please include the following in your presentation:

1. One slide identifying your audience and how the presentation will benefit the group
2. Three or more concepts or ideas to be addressed in the presentation
3. Speaker notes embedded in the slides (or in a separate document)
4. One or more interactive activity (e.g. discussion prompt, jigsaw, gallery walk)
5. An explanation of next steps, such as additional trainings, resources, and/or collaborations

Please submit your presentation with your coursework submission.

Examples:

- Explain the rationale for implementing a variety of assessments in the arts.
- Rally your colleagues to get excited about a new form of assessment that you've learned about.
- Introduce your colleagues to the overall philosophies behind the importance of assessments in the arts and how it relates to arts advocacy.

Option C: Develop a Unit of Study

This option presents you with the opportunity to significantly enhance an existing unit of study or create a brand new one, comprised of 5 or more lessons. For this option:

For this option:

1. Describe the student goals/objectives of the unit
2. Using our template, please include enough detail to ensure full understanding of the program or unit of study. Could a colleague teach this from your explanation, without preparation from you?
3. Embed links to lesson resources (e.g. websites, videos, readings) within the template
4. If you are revising an existing unit, please describe the areas you've enhanced or extended the original lesson(s)

Please submit your template with your coursework submission.

Examples:

- Incorporate new strategies into an existing unit plan used with your students.
- Create a new student group addressing issues pertaining to how to foster a supportive and learning-focused environment in your classroom when assessments are administered.
- Recommendations for improvement regarding existing practices in your school or district.

All coursework is to be completed in the Teaching Channel online environment.

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.