

# Undergraduate Art Education Student Handbook



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## Message from the Coordinator

**Welcome** to the Undergraduate Art Education program at Salem State University! In undertaking your professional career path, you will be completing a rigorous program founded upon your studio experiences, art history coursework in Art + Design, and teaching courses supported by the School of Education, and approved by the Massachusetts' Department of Elementary & Secondary Education (DESE). This handbook has been prepared to help you become familiar with the art education concentration tracks and licensure requirements, and to assist you in **making career decisions that are right for you**. This guide is also a useful manual for your cooperating art teachers and University Supervisors who will be working with you along the exciting path of your professional practice.



Choosing to serve and teach others with your art knowledge and skills is one of the most important choices you will make in your life! **Becoming an art teacher means you get to daily engage with the symbolic language of creativity, and share that passion with others through your work.** Art educators are both artists and critical thinkers who model their expertise of media, process and expression with others. We inspire imaginations, facilitate the development of artistic skill, teach about art history & culture and empower the voice of our students.

In your study at Salem State, you have the chance to meet Art + Design and Education faculty who are experts in their specialty areas, whose research and practice contribute to your professional knowledge base. You are provided with many opportunities to complete field observations and hands-on practice teaching experiences in one of our **laboratory school art programs**, with their various art strategies and visual resources, or in other local art classrooms and community arts programs. Given a strong grounding in studio foundations and teaching pedagogy, it is my hope that you will grow in the knowledge and in the feeling of confidence about the visual ideas and art subject matter you will be passing on to the next generation of art learners.

I wish you **all the best** in your artistic and academic journeys and in your completion of your final student teaching practicum. Please remember that while you're there, you are a representative of Salem State University. Conduct yourself as a new professional, and fulfill your responsibilities with **energy, creativity, and enthusiastic commitment!**

With Joy & Encouragement,

Rebecca Plummer Rohloff, PhD  
Undergraduate Coordinator of Art Education Program

## Art Education Program Overview

### Program Philosophy:

The goal of the Art Education program at Salem State University is to develop reflective, critically minded students and teachers with the tools to foster among the learners they encounter the capacity for creative development, expression, and visual inquiry.



The Art Education program at Salem State is situated within a NASAD-accredited Art + Design department and builds upon general foundations in 2D and 3D art studios, new media technologies, and art history. It has received outstanding commendations from the Massachusetts Department of Elementary & Secondary Education (DESE) for its commitment to art education and quality of art teacher preparation.

### Art Education Concentrations

The program offers two art licensure tracks, which qualifies students for teaching careers in either the pre-kindergarten through elementary school (PreK-8 track) or in the middle & high school (5-12 track). 75 hours of art class observations in the designated age group is required as a necessary link between theory and the real world of practice.

For early and elementary education majors, the program provides a second major in art with a concentration in art education intended for students who hope to integrate the visual arts into their regular class room teaching. Under exceptional circumstances, this non-licensure track also supports art majors in the art education concentration who do not fulfill licensure, or who choose to serve communities and programs beyond the public school system.

### Foundational Coursework:

Studio Experience: Color and Design; Basic Drawing; Figure Drawing; Form and Design; Crafts; Introduction to Electronic Media; Sculpture; and three additional studio elective courses.

Art History: Art 232/233 Prehistoric-Rococo Eras, Art of the Modern World, an elective  
Education & Psychology: **PreK-8:** Premise of the School, Children With Special Needs, Teaching Strategies in the Multicultural Classroom, & Child Growth. **5-12:** Contemporary or Middle High School, Teaching the Adolescent, Responding to Diversity, Reading & Writing Strategies, & Adolescent Psychology

Art Education: Introduction to Teaching Art (Art 300); Preparation to Teach Art (Art 307a Pre-K-8) or (Art 339a 5-12); and a final, professional methods course, Teaching Art as a Special Subject (EDU 338, Pre-K-8) or Teaching Art in the Middle and High Schools (EDU 345, 5-12).

Student Teaching Practicum: (EDU 452 or 453) Pre-service teachers work on site with a certified teacher of art in a local school system & meet once a week for lecture/discussion.



## **Career Paths: What Do Art Educators Do?**

There are a variety of reasons and values that inspire and drive individuals to engage with others through teaching art. It may be to shape young minds or reach a marginalized population, to inspire aesthetic awareness and guide others in the creative process, to make a living with your artistic skills, or all of these. Desirable settings for careers that serve the diverse populations of society through the visual arts include:



- art teachers working within public school districts
- visual arts specialists within private schools or special needs institutions
- arts educators within museums or cultural institutions
- teaching artists funded by community center grants
- art coordinators within hospitals, retirement homes, or global exchange programs.
- Artist-in-residence in community or afterschool programs
- Art instructors in Art & Crafts business settings
- Arts Administrators, coordinating arts advocacy programs
- Art/ Art Ed professor at the community college or university (MA/MFA/ PhD needed)
- Arts Curriculum Coordinators for School districts, and others.....

### **Is licensure right for me?**

Generally, having MA Initial Licensure allows for a more competitive edge in the job market no matter whether you are seeking work in a community arts program or a public school setting. A strong teaching and art portfolio developed over the program will ensure that you have the professional tools needed when presenting yourself to a potential employer.

### **What if I want to teach the visual arts outside of the Commonwealth?**

The initial licensure awarded by the Massachusetts Department of Elementary & Secondary Education (DESE) is a model program across the country and is transferable across many other states. Please see the DESE website for details.

### **How do I know if I'll be good with people or successful teaching children?**

Many students are uncertain about being in front of others, managing a class, having patience with learners, or presenting art in a structured format. Introduction to Art Teaching will assist you in recognizing your strengths, provide observational experiences in art classrooms, and help you find your career path. If you are a good communicator and care about others, want to see people express their ideas or find their creative potentials, and are willing to learn and be open to new ideas, then chances are you are in the right place! You have the opportunity to observe different ages, and find the right fit for you.

### **What if I can't choose between the PreK-8 or 5-12 concentrations?**

Your choice of age level is related to your personality, energy level, and skill set. If you have strong studio skills, enjoy discussing ideas, and want to assist youth in finding their creative voice, the 5-12<sup>th</sup> Track might be for you. If you get enthusiasm from guiding little people, enjoy exploration and messy play, are able to synthesize ideas into simpler terms, the PreK-5<sup>th</sup> Track might be for you.

## **Art Teacher Initial Licensure Requirements**

### **Academics**

Individuals seeking art teacher licensure are expected to be strong and proficient students. Candidates applying for the licensure track must academically:

- achieve a grade of B or higher in all art education courses
- sustain a 3.0 G.P.A. in the art major
- maintain an overall G.P.A. of 2.75.

### **Professional Disposition & Attitudes**

Prospective art educators should be aware of the type of dispositions and professional attitudes expected in the professional world. At Salem State University, we seek to develop educators of excellence, and expect students to be committed to growing in personal responsibility and in the demonstration of professional teaching behaviors and attributes.

Characteristics that reflect emerging, successful educators include:

- good time management and organization
- the commitment and openness to learning and teaching
- the ability to effectively communicate and collaborate with others.
- a professional demeanor and appearance

### **The MTELs: Massachusetts Tests for Educator Licensure**

Students must take and pass the two following tests before the formal acceptance into the Final Teaching Practicum:

Communication & Literacy Test: Evaluates a candidate's comprehension and writing skills, and should be taken before or during the Introduction to Art Teaching course (Art 300).

Visual Arts Subject Matter Test: Evaluates knowledge of art subject content such as the elements & principles of design, art media and techniques, art history and artistic development. This test is usually taken after most core studio, history, & art education coursework is completed before the semester you enter EDU 338 or 345.

Information regarding MTEL test dates and registration deadlines are located on the Salem State School of Education Website with link to the Office of Placement & Licensure and MTEL Test Prep Center on Loring Ave. Registration for either the paper test or computer version is completed online at [www.mtel.nesinc.net](http://www.mtel.nesinc.net).

Students are responsible for staying informed of test registration deadlines, and score reporting dates, and are strongly encouraged to review and take the online practice tests.



# PreK-8 Flow Sheet

Advisor: \_\_\_\_\_

Name: \_\_\_\_\_

Date admitted into Major: \_\_\_\_\_

Transfer credits: \_\_\_\_\_

## BACHELOR OF ARTS ART

### ART EDUCATION CONCENTRATION TEACHER LICENSURE (PRE-K - 8) OPTION

#### GENERAL EDUCATION CORE REQUIREMENTS

Competencies			
<input type="checkbox"/>	Basic College Math		
<input type="checkbox"/>	Reading Comprehension		
<input type="checkbox"/>	Computer Literacy		
ENL	101	Composition I	3 _____
ENL	102	Composition II	3 _____
SPC	101	(Public Speaking)	3 _____
SMS	_____	(Health)	3 _____
SMS	_____	(Activity)	.5 _____
SMS	_____	(Activity)	.5 _____
Distribution Sequences (18-20 credits)			
_____	_____	(Lab Science I)	3-4 _____
_____	_____	(Lab Science II)	3-4 _____
HST	101	World History I	3 _____
HST	102	World History II	3 _____
_____	_____	(Literature I)	3 _____
_____	_____	(Literature II)	3 _____
Distribution Electives (15 credits)			
Among the distribution electives, the student must earn at least 3 but no more than 9 additional semester hours in each of the three divisions.			
Humanities (Division I)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Science/Mathematics (Division II)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Social Sciences (Division III)			
*	PSY	101	General Psychology 3 _____
*/+	PSY	251	Child Growth (see pre-practicum) 3 _____
*/+	_____	_____	American Government 3 _____
(Note: Courses allowable as distribution electives are marked DI, DII, or DIII in the University Catalog.)			
QUANTITATIVE (Q) _____ DIVERSITY (V) _____ WRITING (W) _____			

#### COURSES IN MAJOR (42 credits total)

Freshman Year			
†	ART	101	Color and Design 3 _____
†	ART	102	Basic Drawing 3 _____
†	ART	203	Form and Design 3 _____
Sophomore Year			
	ART	202	Figure Drawing 3 _____
†	ART	303	Introduction to Electronic Media 3 _____
	ART	324	Basic Digital Photography 3 _____
Junior Year			
‡	ART	300	Introduction to Teaching Art 3 _____
	ART	304	Crafts 3 _____
‡	ART	307A	Preparation to Teach Art (Pre-K-8) 3 _____
	ART	_____	Sculpture 3 _____
Senior Year			
‡	EDU	338A	Teaching Art as a Special Subject (Pre-K-8) 3 _____
	ART	_____	Painting 3 _____
	ART	_____	Printmaking 3 _____
	ART	_____	Art Elective 3 _____
‡PRE-PRACTICUM (9 credits total)			
The pre-practicum also includes the following 9 credits.			
	EDU	100	The Premise of the School OR
	EDU	110	The Contemporary Middle School 3 _____
	EDU	203	Intro. to Children with Special Needs 3 _____
	EDU	308	Teaching Strategies in Multicultural Classroom 3 _____
PRACTICUM (12 credits total)			
	EDU	452A	Practicum in Student Teaching in Art (Pre-K-8) 12 _____
FOREIGN CULTURE SEQUENCE (12 credits total)			
	ART	232	Prehistoric, Ancient and Medieval Art 3 _____
	ART	233	Renaissance, Baroque and Rococo Art 3 _____
	ART	332A	Art of the Modern World 3 _____
	ART	_____	Art History Elective 3 _____
FREE ELECTIVES (0 credits minimum)			
May be necessary to take additional credits to attain the minimum 121 credits required for graduation.			
_____	_____	_____	_____
_____	_____	_____	_____

\* These are **required** support courses which may also be used to satisfy the indicated Distribution requirements. A student may choose to fulfill Distribution requirements with courses other than the ones listed, but these listed courses must still be taken.

Note: If a course is used to satisfy two or more requirements, (for example, a support course and a distribution elective), the credits are counted in only one place. Using a course to satisfy more than one requirement does **not** reduce the total credits required for graduation.

+ One of the following: HST 204, HST 208, HST 310.

‡ Pre-practicum courses.

† Art major Foundation Requirements. The following courses must be completed in the student's first year in the Art Department: ART 101, ART 102, and ART 203. ART 303 must be completed in the student's second year. This applies to transfer students as well.

☐ LEVEL I TO BE COMPLETED IN THE FIRST 30 CREDITS ☐ LEVEL II TO BE COMPLETED IN THE FIRST 53 CREDITS ☐ LEVEL III TO BE COMPLETED BEFORE GRADUATION

Exceptions in the timing of courses will be made for transfer students.

Total minimum credits for graduation: 121

Effective: 9/11

Salem State University

# 5-12 Flow Sheet

Advisor: \_\_\_\_\_

Name: \_\_\_\_\_

Date admitted into Major: \_\_\_\_\_

Transfer credits: \_\_\_\_\_

## BACHELOR OF ARTS ART

### ART EDUCATION CONCENTRATION TEACHER LICENSURE (5 - 12) OPTION

#### GENERAL EDUCATION CORE REQUIREMENTS

Competencies			
<input type="checkbox"/>	Basic College Math		
<input type="checkbox"/>	Reading Comprehension		
<input type="checkbox"/>	Computer Literacy		
ENL	101	Composition I	3 _____
ENL	102	Composition II	3 _____
SPC	101	(Public Speaking)	3 _____
SMS	_____	(Health)	3 _____
SMS	_____	(Activity)	.5 _____
SMS	_____	(Activity)	.5 _____
Distribution Sequences (18-20 credits)			
_____	_____	(Lab Science I)	3-4 _____
_____	_____	(Lab Science II)	3-4 _____
HST	101	World History I	3 _____
HST	102	World History II	3 _____
_____	_____	(Literature I)	3 _____
_____	_____	(Literature II)	3 _____
Distribution Electives (15 credits)			
Among the distribution electives, the student must earn at least 3 but no more than 9 additional semester hours in each of the three divisions.			
Humanities (Division I)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Science/Mathematics (Division II)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Social Sciences (Division III)			
*	PSY	101	General Psychology 3 _____
*/‡	PSY	252	Adolescent Psychology (see pre-practicum) 3 _____
*/+	_____	_____	American Government 3 _____
(Note: Courses allowable as distribution electives are marked DI, DII, or DIII in the University Catalog.)			
QUANTITATIVE (Q) _____ DIVERSITY (V) _____ WRITING (W) _____			

#### COURSES IN MAJOR (42 credits total)

##### Freshman Year

†	ART	101	Color and Design	3 _____
†	ART	102	Basic Drawing	3 _____
†	ART	203	Form and Design	3 _____

##### Sophomore Year

	ART	202	Figure Drawing	3 _____
†	ART	303	Introduction to Electronic Media	3 _____
	ART	324	Basic Digital Photography	3 _____

##### Junior Year

‡	ART	300	Introduction to Teaching Art	3 _____
	ART	304	Crafts	3 _____
‡	ART	339	Preparation to Teach Art (5-12)	3 _____
	ART	_____	Sculpture	3 _____

##### Senior Year

EDU	345	Teaching Art in the Middle & High Schools	3 _____
ART	_____	Painting	3 _____
ART	_____	Printmaking	3 _____
ART	_____	Art Elective	3 _____

##### ‡ PRE-PRACTICUM (9 credits total)

The pre-practicum also includes the following 9 credits.

EDU	252A	Contemporary High School OR	
EDU	254A	Teaching the Adolescent	3 _____
EDU	256A	Responding to Diversity in Contemporary Secondary Schools	3 _____
EDU	260A	Reading and Writing Strategies in Secondary Schools	3 _____

##### PRACTICUM (12 credits total)

EDU	453	Practicum in Student Teaching in Art (5-12)	12 _____
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##### FOREIGN CULTURE (12 credits total)

ART	232	Prehistoric, Ancient and Medieval Art	3 _____
ART	233	Renaissance, Baroque and Rococo Art	3 _____
ART	332A	Art of the Modern World	3 _____
ART	_____	Art History Elective	3 _____

##### FREE ELECTIVES (0 credits minimum)

May be necessary to take additional credits to attain the minimum 121 credits required for graduation.

_____	_____	_____	_____
_____	_____	_____	_____

\* These are **required** support courses which may also be used to satisfy the indicated Distribution requirements. A student may choose to fulfill Distribution requirements with courses other than the ones listed, but these listed courses must still be taken.

Note: If a course is used to satisfy two or more requirements, (for example, a support course and a distribution elective), the credits are counted in only one place. Using a course to satisfy more than one requirement does **not** reduce the total credits required for graduation.

+ One of the following: HST 204, HST 208, HST 310.

‡ Pre-practicum courses.

† Art major Foundation Requirements. The following courses must be completed in the student's first year in the Art Department: ART 101, ART 102, and ART 203. ART 303, must be completed in the student's second year. This applies to transfer students as well.

☐ LEVEL I TO BE COMPLETED IN THE FIRST 30 CREDITS ☐ LEVEL II TO BE COMPLETED IN THE FIRST 53 CREDITS ☐ LEVEL III TO BE COMPLETED BEFORE GRADUATION

Exceptions in the timing of courses will be made for transfer students.

**Total minimum credits for graduation: 121**

Effective: 9/11

**Salem State University**



## Course Content: How will I be prepared?

**Art 300** is an introduction to the various theories and strategies of teaching art within Pre-K to high school levels. Reading and visual journal reflections include topics such as children's artistic development, age appropriate media and processes, and various approaches to curriculum such as through art history, multiculturalism, and contemporary visual culture.



Peer teaching of mini art activities allows you to experiment with teaching first-hand, while 10-20 hours of observation (depending upon your track) within an art classroom provides you with experience for reflection regarding curricular ideas and art teacher practices. The course culminates with the curriculum design and the development of a full art lesson plan geared for a targeted population of learners, and aligned with MA curriculum standards.



### **Prep to Teach (Art 307a or 339)**

builds upon the content of Art 300, and provides more experience in designing studio lesson plans, and procedures. Themes and topics include the movements, nonwestern cultural art forms, and contemporary or interdisciplinary, themes

or issues, supported by readings and journal reflections. As a pre-practicum course, students are expected to continue with 25 hours of observation, while developing more hands-on experience working beside local art teachers. Students must also receive a B or higher in order to move forward in the licensure program. The MTEL Communications & Literacy Test should be taken within or prior to this semester.

**The Methods Course (EDU 338/345)** is a final preparation before student teaching. Issues such as art class management and art supply budgets & ordering are addressed. You will design a year-long curriculum plan, followed by an 8-week unit plan around a Big Idea, or age-appropriate theme of inquiry.



You will be encouraged to do more assisting during the 25 hours of art class observation, and you will begin developing your Professional Teaching Portfolio.

## Art Education Concentration Benchmarks

### Stage One:

- a) Meet with the Art Education advisor to overview the concentration flow sheet requirements, and your career intentions or goals.\*
- b) Complete the Pre-licensure Form (#1)
- c) Submit an art portfolio to the Art Department for admission into the Art major\*
- d) Complete an official declaration of Art Major form in the Art Dept. office.

### Stage Two:

- a) Complete 60 credits and at least one EDU course.
- b) Register for Art 300: Introduction to Teaching Art\*\*/ Document 25 hrs of Observations
- c) Complete a Declaration of Art Concentration Form: Art Education PreK-8 OR 5-12
- d) Register and take the MTEL: Communication & Literacy Tests (Take a Practice test first)

### Stage Three:

- a) Complete the Application into the Licensure Track Form (#2)
  - Must have 2.75 overall GPA on transcripts and at least 60 credits completed
  - Must have grades of C in ENG 101, 103 and Speech
- b) Register for Prep to Teach Art 307 (Pre-K-8)\*\* OR Art 339\*\* (5-12)/ 25hrs. Observation
- c) Present copies of passing scores on MTEL Communication & Literacy Tests

### Stage Four:

- a) Complete 75 credits with 2.75 overall GPA & 3.0 in EDU & Art Major
- b) Complete all prerequisite courses shown on flow sheet
- c) Document pre-practicum/introductory field observations
- d) Have Satisfactory score on Lesson Plan I & II (Art 300 & Prep to Teach)
- e) Be admitted into EDU 345 or 338a Senior Art Methods Course (Form #3)
- f) Register for Teaching Methods course, EDU 345\*\* or 338a\*\*/ 25 observation hrs.

### Stage Five:

- a) Register for & pass the MTEL Visual Art Subject Area Test: Attend Study Workshop
- b) Apply for Admission into the Student Teaching Practicum (form)
- c) Attend Practicum Orientation Meeting sponsored by the Office of Licensure & Placements
- d) Complete Pre-Practicum Documentation Form with 75 hours of pre-practicum obs.
- e) Demonstrate proficiency on Lesson Plan II, Unit Plan & Professional Attributes

### Stage Six: *Student Teaching Practicum EDU 452A OR EDU 453A*

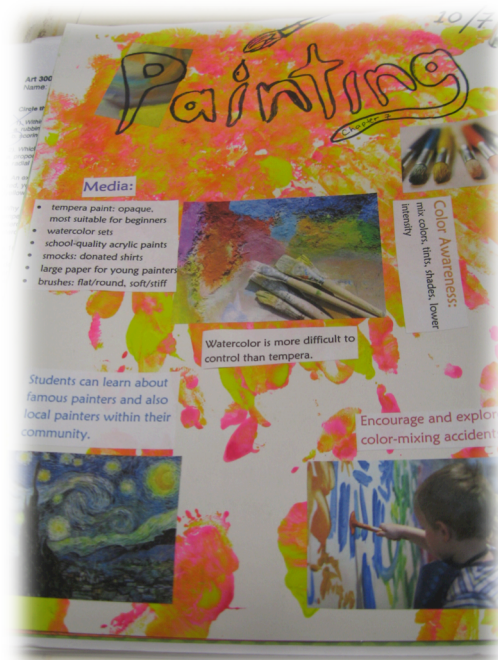
- a) Demonstrate proficiency on Pre-Service Performance Assessment (PPA)
- b) Complete all program requirements
- c) Demonstrate satisfactory score on Professional Attributes Scale
- d) Complete Practicum Portfolio (Evidence meets requirements in content knowledge, assessment rubrics, and MA Standards within Lesson Plan III, Unit Plan II, philosophy statement, with endorsement for initial teaching license.

\* Your *official salemstate.edu email account* used on Navigator is required for all online communication

\*\* This course requires 25 hours of elementary or secondary art classroom observation

## The Pre-Practicum Experience

Students are expected to develop relationships with local art teachers outside of the classroom by completing weekly visits, and increasing their participating in the life of a particular art classroom. In Intro To Art Teaching (Art 300) students should choose one to three different and economically or ethnically diverse field sites, and by the final methods course, students should designate a specific school to work in for the semester. Reflective reports and final papers on these field experiences provide connections between in class and out-of-class theories and best practices.



## Field Observation Documentation

Organization and documentation of fieldwork is crucial to fulfilling DESE licensure requirements. Your responsibility and clear communication between you, your field site teachers, and your University advisor is important to this process.

**CORI:** In order to gain access into your chosen school, you must bring your ID, and submit a CORI form (Criminal Record Check) to the main office of the school in which you will be observing in. After a week of processing, you should be able to enter the school, sign in, and observe.

**Observation Contracts:** You will complete a contract for each new semester/field site, take informal observation notes and construct formal reports, and submit time sheet signed by your cooperating teacher/s. Most Education courses also require observation hours. If at all possible, ask to complete these hours in art class setting, or try to compare the differences between non-art and art classes. Students are a reflection of Salem State University and the Art Education Program. Please make sure to dress modestly, be respectful and courteous at all times, and bring your materials with you.



**Time Sheet:** At each observation you will record your hours on a designated time sheet that will be collected at the end of each semester. At every observation visit, you should have your cooperating teacher sign off on the time sheet. All hours of observation should be accounted for and validated.

**Observation Reports:** You should record notes during observations, and reflect upon these experiences in 5 or more visual journal reports, in which you visually document and analyze in writing the specific art content, classroom dynamics, and interactions with the students and the teacher. The Observation report template is available to assist you in organizing this content in your written reports and journal layouts.

## ART OBSERVATION FIELD SITES

Field Observations within local art programs provide important practical and professional insights for the investigation of teaching art. Prior to beginning student teaching, 75 hours of observations are required and conducted in conjunction with coursework. We are privileged to have numerous, top-quality art programs in the area, whom are willing to share their classrooms and practices with students. Therefore, as a Salem State student observer, who upholds the reputation of the University, students are expected to act and dress in a professional manner of modesty and respect. It is important to recognize also that teachers juggle a multitude of responsibilities; they need Salem pre-service teachers to be responsible and independent.

### North Shore Art Teacher Observation Sites

\*\*Denotes Art Educator of the year 2010 or 09,08. Some info below may change.

#### **Salem Public Schools 978-740-1126**

**Elementary** Horace Mann Lab: Paige Covello [paigecovello@salemk12.org](mailto:paigecovello@salemk12.org)

Saltonstall K-8th: Jane Pace [jp pace@salemk12.org](mailto:jp pace@salemk12.org) 978- 740-1297

**Middle School** Collins Middle School Coordinator: Elizabeth Beaulieu [[elizabethbeaulieu@salemk12.org](mailto:elizabethbeaulieu@salemk12.org)]  
Hope Flynn 978-740-1190

**High school** Salem High Contact Martha Hogan: Chair of Curriculum:978-825-3450  
[marthahogan@salemk12.org](mailto:marthahogan@salemk12.org) Teachers: Lynne Harrington, Janis Lavine, Jennifer Toler

#### **Marblehead Public Schools**

Contact the Fine Arts Coordinator Beth Delforge at: [delforge.beth@marbleheadschoools.org](mailto:delforge.beth@marbleheadschoools.org) Fine Arts  
Website [www.marbleheadfinearts.com](http://www.marbleheadfinearts.com)

**Elementary K-3** Schools: Randy Guthartz, Mary Herchenhahn, Tammy Nohelty

**Upper Elementary** 4-6 Jude Beaulieu, Randy Guthartz

**Middle School** 7/8 Steve Pierce

**High School** An amazing, huge program, 20 minute walk up Lafayette St) Cathy Landergan -- tech drawing, cartooning, architecture, Karen Lehman -- photo Nicole Ryan --studio, Pascale Queval -- studio Brian Dow -- studio (Everyone's email is **last name.first name@marbleheadschoools.org**.)

#### **Beverly Public Schools – 978-921-6100**

**Elementary:** Ayers/ Ryle Side Martha Parrish Chapman\*\* [mchapman@beverlyschools.org](mailto:mchapman@beverlyschools.org) 978-921-6116

Hannah Elementary: Laraine Cicchetti 921-6150x 6477

**Middle School** Memorial M.S. Besty Desmond 978-921-6110 x 412

**High School** Beverly High 100 Sohler Rd 978-921-6132 x 309 Paula Borsetti, [pborsetti@beverlyschools.org](mailto:pborsetti@beverlyschools.org)

#### **Hamilton-Wenham School District**

**Elementary** Cutler Elementary K-5 Jean Bailey 978-468-8476

**Middle School** Miles River M. S. Ms. Concannon 978-469-5320 [bossconconcannons@hwschools.net](mailto:bossconconcannons@hwschools.net)

**High School** Hamilton-Wenham Regional High Fine Arts Department 978- 468-0418

#### **Revere Public Schools 781-286-8226**

**Elementary:** Lincoln, Michael Gasper Garfield Elementary: Danielle Bass

A.C. Whelan School: Samantha Wick

Paul Revere School: Kelly Lynch Williams 775 Bay Rd. 978-468-0400

**Middle Schools:** Garfield Middle School , Nikki Murphy Middle School for the Arts: Rizzo Cerbone, Eve Delgreco, Susan B. Anthony Marsh Academy: Rebecca Fellow, Rumney, [rfellows@revere.mec.edu](mailto:rfellows@revere.mec.edu)  
(Oasis Afterschool Thursday program)

**High School:** June Krinsky-Rudder & Meghan Allen 617-567-4054



**Nahant Schools** 781-581-1600, ext. X103 Johnson Elementary K-6th: Susan Beebe  
[beebe@johnsonschool.org](mailto:beebe@johnsonschool.org) 781-581-1600

**Everett Schools High School** Annette Leray [aleray@everett.k.12.ma.us](mailto:aleray@everett.k.12.ma.us) 9170828-0288

**Middleton Public Schools**

**Elementary School** Fuller Meadow: Meredith Laverty , (978)-750-4756  
Howe-Manning Elementary School(978) 774-3519 Meredith Winchell [mwinchell@middletonps.org](mailto:mwinchell@middletonps.org)  
978-738-1950 Catherine Nasser [cnasser@middletonps.org](mailto:cnasser@middletonps.org)  
**High School** Moscomet High School 978-887-2323, Terry Meinelt [wmeinelt@mascomet.org](mailto:wmeinelt@mascomet.org)

**Ipswich Public Schools** phone: (978) 356-5506 ext. 202

**Elementary** (Doyon Memorial) Linda Blum email: [liblum@ipswichschools.org](mailto:liblum@ipswichschools.org)  
Program Website: <http://users.freshpond.net/l/blum/doyonschoolartroom.html>

Aimee DeBose [aidebose@ipswichschools.org](mailto:aidebose@ipswichschools.org)

**Middle School** Linda Armerding [liarmerding@ipswichschools.org](mailto:liarmerding@ipswichschools.org)  
<http://users.freshpond.net/l/armerding/artstudio.html>

Ginger Eaton phone: (978) 356-3535 ext. 174 email: [virginia.eaton@comcast.net](mailto:virginia.eaton@comcast.net)

Claire Cayot phone: (978) 356-3535 ext. 182 email: [ccayot@ipswichschools.org](mailto:ccayot@ipswichschools.org)

Laurie Colitti phone: (978) 356-3535 ext. 184 email: [lfab@ipswichschools.org](mailto:lfab@ipswichschools.org)

Gerry Dolan phone: (978) 356-3535 ext. 183 email: [gjdolan@ipswichschools.org](mailto:gjdolan@ipswichschools.org)

Program Website: <http://users.freshpond.net/v/virginiaeaton/imsart.html>

**High School** Brian Carman phone: (978) 356-3137 ext. 171, [bcarman02@yahoo.com](mailto:bcarman02@yahoo.com)  
Gail Pepe, Instructor phone: (978) 356-3137 ext. 172 [egpepe@ipswichschools.org](mailto:egpepe@ipswichschools.org)

**Winthrop Public Schools 617- 846-5500**

**Elementary** Winthrop Elementary 978-356-2976 ext. 133

**High School** Eva Kearney\*\*\*\* [ekearney@winthrop.k12.ma.us](mailto:ekearney@winthrop.k12.ma.us), Andy Rizzo [andyrizzo@winthrop.k12.ma.us](mailto:andyrizzo@winthrop.k12.ma.us)

**Chelsea Public Schools – 617-466-4477**

**Middle School** Williams Middle School Betty Slater [slater@chelsea.mec.edu](mailto:slater@chelsea.mec.edu)

**High School**, Judy Komarow [komarow@chelsea.mec.edu](mailto:komarow@chelsea.mec.edu) 617-426-1995

**Rockport Schools** (All on same campus- info may be outdated)

**Elementary** Simon Paddock 978-546-1220,

**Middle School** Pam Jones 978-546-1250,

**High School-** Cathy Hillard 978-546-1234

**Gloucester Schools**

**Plum Cove West Parish** 978-281-9835 **Beeman Elementary** 978-281-9825

**Gloucester High** 978-281-9865

**Peabody Schools**

**Elementary:** Captain Samuel Brown

**Highschool:** Veterans Memorial, Julie Papageorge  
[papageorgej@peabody.k12.ma.us](mailto:papageorgej@peabody.k12.ma.us) 978-531-1600x661

**Rowley Schools** Pine Grove Elementary 781-948-2822

**Lynn Schools** Elementary Ford ( FASST Afterschool program affiliate)

Middle: Pickering M.S. 781-593-7675

**Danvers Schools** **High school** Emily Boulger\*\* Special Education

**Georgetown Schools**

Middle/High school 978-352-5790x576

Perley Elementary Judith Stoddard [stoddardJ@georgetown.k.12.ma.us](mailto:stoddardJ@georgetown.k.12.ma.us)

**Manchester Schools** Manchester-Essex Regional School



Salem State University Art Education Program  
**Field Site Observation Contract**

Student Name: \_\_\_\_\_

Course: \_\_\_\_\_ Date: \_\_\_\_\_

Observation Site: \_\_\_\_\_

School Address: \_\_\_\_\_ Phone # \_\_\_\_\_

Cooperating Teacher (s): \_\_\_\_\_

Teacher Email & Contact #: \_\_\_\_\_

I have arranged to do my observation with \_\_\_\_\_ beginning  
on \_\_\_\_\_ (day and date) and will observe every  
\_\_\_\_\_ (day) from \_\_\_\_\_ to \_\_\_\_\_ (time). I have attached a copy of the  
teacher's schedule and my completed Cori Form to this Contract.

I understand that BEFORE my first classroom observation, I must visit the school's office, complete a CORI Form (Criminal Offender Record Information) and follow the check-in/check-out building procedures for visitors. I understand that as a representative of Salem State University I will dress respectfully, carry a professional attitude, and be prepared with required observation forms.

I understand that I am responsible for attending the above times and will contact the school and/or email my cooperating teaching in advance about absences. If I observe other teachers at other school locations, I understand that I must submit a new contract and teacher schedule and have an appropriate CORI form on file.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Rebecca Plummer Rohloff, Coordinator  
Art Education Program  
rrhloff@saalemstate.edu

Salem State University Art Education Program  
**Observation Report Template**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher/School: \_\_\_\_\_ Grade/class : \_\_\_\_\_

(Circle One)    Report #1                    #2                    #3                    #4                    #5

Use this form to guide you in what to look for when observing.

**1) Art Content:** What theme does this lesson link to? What resources and supporting artwork/artists, art history, multicultural or visual culture connections were addressed in the teaching?

**2) Learning Objectives:** What activities or projects did students work on during class time?

**3) Key Vocabulary:** What ideas, visual concepts, & elements & principles of design did you hear?

**4) Art Skills & Materials** What art media, techniques & tools were used?

**5) Connections to MA Standards-Frameworks:** (See PDF & list exact phrasing)

#\_\_\_\_.#\_\_\_\_:

#\_\_\_\_#\_\_\_\_:

**6) Guidance & Teaching** Describe how the lesson was motivated and conducted. What there a demo, discussion, small groups, individual guidance? What strategies were used to communicate ideas?

**7) Class Management Techniques** What behavior expectations were posted, and how did teachers enforce or redirect student behavior? How was the lesson and materials organized?

**8) Student Needs & Learning Outcomes** Were students motivated and on-task focus? Did peer interactions influence learning? Were accommodations made? Did all students achieve and complete tasks?

**9) Reflection of Overall Teaching Observed** What aspects of teaching were effective? How might the teaching have been improved? What did you notice, were surprised by, or

**10) Questions & Concerns about Teaching Art** (Present a thought or question that came up or intrigued you as you observed, related to skill development, class management, lesson content, etc.)

## **Art Teaching Proficiencies – School of Education/DESE**

### **A) Plans Curriculum & Instruction**

- Develops instructional materials such as fine art exemplars, and teacher-made demonstration and studio examples. Art lesson plan #1 (Art 300), diverse lesson plans (Prep to Teach), Year-long Curriculum Plan, 8 Week Unit (EDU 339/345).
- Uses Lesson Plan Templates: Identifies age appropriate themes, skills & techniques, vocabulary with clear learning outcomes & consideration of IEPs and student needs.
- Chooses diverse visual art reproduction, artifacts, and community resources
- Utilizes technology such as: Internet searches, Power Point presentations, photo-documentation, quality colored printing of reproductions & course projects.

### **B) Delivers Effective Instruction** (See Content Standards, next section)

- Clear communication of expectations and lesson objectives
- Introduces lesson content in motivating ways
- Builds upon student's prior art knowledge
- Sets high expectations for student performance and quality of studio work
- Engages in dialogue, inquiry, and guided practice (group & individual)

### **C) Manages Classroom Climate & Operation**

- Creates a supportive environment with limits and structure
- Prepares and organizes art materials and tools
- Sets behavior expectations and maintains respect & safety
- Manages efficient use of time, student on-task time

### **D) Promotes Equity**

- Believes that all students can achieve with effort
- Recognizes the impact of student cognitive, cultural, economic, language, backgrounds and adjusts instruction accordingly
- Includes Non-Western & marginalized cultural artists or art forms
- Reflects upon own worldviews, stereotypes and media representations

### **E) Meets Professional Responsibilities**

- Understands legal and moral responsibilities
- Demonstrates commitment to learning, teaching, and making art
- Stays current with art education theories
- Effectively communicates and collaborates with peers & colleagues
- Includes the community & parents in learning process
- Reflects critically upon values and teaching attitudes.

## Visual Arts Teacher Standards (B: Delivers Effective Instruction)

- Standard A: Art Teachers Know About Elements of Art & Principles of Design
- Standard B: Art Teachers Know About Methods, Materials, & Techniques of Drawing, Sculpture, Printmaking, Collage, Crafts, Photography & New Media
- Standard C: Art Teachers Know About Observation, Abstraction, Invention, & Representation
- Standard D: Art Teachers Know About Theories of Creativity, Aesthetics, Prominent artists and Arts Educators
- Standard E: Art Teachers Know About Art Criticism: Concepts of Style and Change
- Standard F: Art Teachers Know About Artistic development in Children & Adolescents
- Standard G: Art Teachers Know About Major Western Art & Architecture periods and traditions
- Standard H: Art Teachers Know About Major American Art & Architecture Movements
- Standard I: Art Teachers Know About Characteristics of Non-Western Styles
- Standard J: Art Teachers Know About Influences of Nonwestern Art upon the West.

## MA Curriculum Frameworks Learning Standards

These are the DESE designated standards your future students should learn in your future visual arts program. See the PDF provided by the DESE, which shows age appropriate standards for each grade level.

Standard #1: Techniques, Media & Methods

Standard #2: Elements & Principles

Standard #3: Drafting, Revising & Exhibiting

Standard #4: Observation, Abstraction,  
Invention, Expression

Standard #5: Critical Response

Standard # 6: Understand Purposes & Meanings

Standard # 7: Role of Artists in the Community

Standard # 8: Analyzing Styles & Change

Standard #9: Awareness of Inventions & Technology

Standard #10 Interdisciplinary Connections



## Description of the Practicum Experience

EDU 452P (PrK-8 Track) or EDU 453P (5th-12th Track)

Student teaching is the capstone of the art licensure experience, and is offered during the spring semester only. Students will spend an entire semester working alongside a licensed and tenured cooperating art teacher, and will be slowly integrated into the art classroom. They will be expected to take over teaching roles, class management, curricular development, and other school life responsibilities. Progress will be observed, evaluated, and discussed during three joint meetings between the candidate, the Cooperating Art Teacher and the University supervisor.

Students will meet with a seminar leader (EDU 452PS or 453 PS) once a week to discuss teaching experiences, to develop sound lesson plans and management strategies, and to prepare a professional portfolio for the job market. A **Practicum Student Teaching Portfolio** will be compiled through out the semester with assignments to be completed within your field experience. Steps for getting endorsed for certification as a licensed art teacher by the MA Department of Education will be processed following the successful completion of practicum requirements.

### Applying for the Practicum:

Prior to the Spring semester there will be an all-campus Student Teaching Orientation meeting in October sponsored by **The Office Of Licensure & Placement**. This office is responsible for the coordination of practicum placements. You may contact the Coordinator, Teri Smith at [tsmith@saalemstate.edu](mailto:tsmith@saalemstate.edu) or Wendy Pearson at the office (978.542.6472). Students will complete a Practicum application during the Fall meeting, and begin the screening process for eligibility into student teaching.

Candidates may apply who fulfill the following requirements:

- matriculation into the undergraduate initial licensure program or MAT graduate program
- a passing score on the Communication and Literacy portion of the MTEL
- a passing score on the Art Subject Matter Test MTEL (scores must be reported by Nov.)
- successful completion of all prerequisite courses and pre-practicum field experiences
- a 2.75 or better cumulative grade point average
- a 3.0 or better cumulative grade point average in the Art major
- faculty recommendation for admission to student teaching
- a minimum of 75 clock hours of field-based experiences completed prior to the practicum

Applications require the completion of MTEL scores, your placement requests (although not guaranteed), the endorsement signature of your coordinator-advisor, and a personal statement.



## **Art Practicum Requirements & Policies**

This Art Education handbook is designed to specifically address the requirements for Art Teacher Initial Licensure. A general Education Practicum Handbook will be issued at a campus wide orientation meeting, correlating with the information here regarding college policies, the student teacher intern roles and responsibilities, portfolio requirements, lesson and unit plan formats, and practicum evaluation forms.

All parties (candidate, practitioner, and supervisor) must complete the necessary paperwork outlined in this handbook in order to ensure endorsement for certification and licensure by the Massachusetts Department of Education. A checklist of these items is as follows:

- \_\_\_ The Student Teaching Portfolio
- \_\_\_ Practicum Evaluation Forms
- \_\_\_ Weekly Internship Reports
- \_\_\_ Study of School Services Report (w/ Teri Smith)
- \_\_\_ Field Experience Reports
- \_\_\_ Formative Observation Reports
- \_\_\_ Scoring Rubric for Sheltered Instruction Observation Protocol (T. Smith)
- \_\_\_ Pre-Service Performance Assessment
- \_\_\_ Fulfillment of Standards A, B, B License-Specific Questions, C, D ,E

### **Evaluation-Observation Visit**

The intern, college supervisor, and cooperating practitioner meet at least three-six times to discuss performance areas, activities, and hours logged.

- #1) Visit: Initial observation & assessment
- #2) Visit: Second observation & re-assessment of former issues
- #3) Visit: Third Observation & re-assessment of issues
- #4) Final Pre-service Assessment Form: Completion of Portfolio; Exit Interview

At each meeting candidates should expect to:

- Show Documentation of hours Logged
- Show Weekly activity Form with evidence of standards and informal
- Reflect upon the 5 Standard Performance Areas

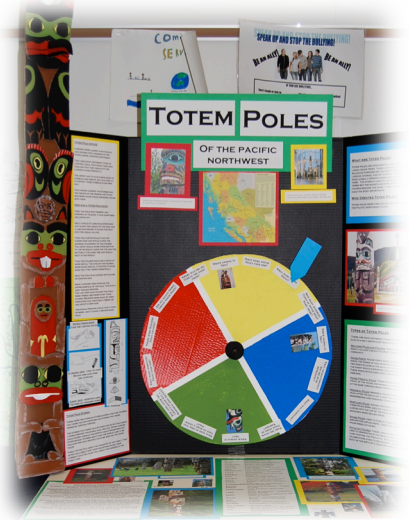
## Art Practicum-Student Teaching Portfolio

The Student Teaching portfolio should include weekly reports, log of hours, evidence of teaching and instructional materials, and copies of all forms and reports related to the practicum experience. The portfolio should be organized by section dividers according to the five Department of Education Teaching Standards. (p.17)

### ***Table of contents***

#### **A. Background information**

1. 1 page autobiography w/ self-portrait photo
2. Resume with college transcripts
3. 2-3 page philosophy of art education
4. Description of the placement site
5. Weekly Practicum reports
6. a sample cover letter for job application



#### **B. Evidence of strong command of content knowledge**

Document your displays!

Documents should include:

1. a copy of the Mass DOE content requirements for your license
2. Sample of visual art lesson plans with supporting materials
3. Art Unit plans with background resources/exemplars
4. Copy of your MTEL score reports
5. Timesheet-Documentation of 75 hours of art class observation

#### **C. Samples of curriculum planning**

1. Art Class profile detailing group and individual achievement levels and learning needs
2. a unit plan on a particular theme/ topic with resources & rubrics
3. Additional lesson plans showing a variety of teaching strategies
4. Photographs of teacher art exemplars, student artwork, bulletin boards and other student teacher-designed handouts or materials

#### **D. Documentation of ability to deliver effective instruction**

1. Reflective/self-assessment narrative
2. Supervisor observations
3. Samples of student art work
4. Assessment rationale and rubrics

- a. Two or more formal rubrics applied to student artwork, journals or portfolios
- b. Self-assessment: review and revision of lesson/unit plan

#### **E. Documentation of classroom management skills**

- 1. Class Expectations & Behavior Management plans
- 2. Notes on art budget, room layout, art supply organization & dissemination
- 3. Notes on use of portfolios, motivating events/exhibits, teacher conferences
- 4. Self-assessment of class management strategies

#### **F. Documentation of ability to promote equity**

- 1. Cultural/Demographic Class Profile
- 2. IEP observation field notes and narrative about accommodations
- 3. SLOP observation, results sent to Teri Smith

#### **G. Documentation of ability to meet professional responsibilities**

- 1. NEA Code of Ethics reflection
- 2. field notes from student teacher-parent interaction
- 3. field notes from student teacher-staff interaction
- 4. field notes from department/staff meetings
- 5. One-page narratives describing interviews with regular teachers and support staff
- 6. a completed Study of School Services Form
- 7. Introduction Letter to parents/ Evidence of communication with families



Make sure to document your students' art outcomes!

## Art Education Lesson Plan Template

**Art Lesson Title:** \_\_\_\_\_

Grade Level \_\_\_\_\_ # of Classes: \_\_\_\_\_, each \_\_\_\_\_ minutes in length

**Lesson Content Rationale:** \_\_\_\_\_

What is your *Generative Topic or Big Idea*:

What is your *Essential Question*: Why are you teaching this art lesson?

Who are your students? To whom and to what do you need to pay special attention to? Why?

### MA Arts Framework Standards

#\_\_\_\_ #\_\_\_\_ (list standard # and age-appropriate goal) #\_\_\_\_ #\_\_\_\_

**Art Goals & Outcomes:** What do you want students to know and be able to do?

What are your *Key Idea Concepts*: What are your *Visual Concepts, Elements & Principles*:

Content Objectives: Students will know/learn:

Studio Objectives: Students will do & create:

Affective Objective: Students will value and appreciate:

What *Prerequisite Knowledge or Skills* should students have:

**Art learning activities** What will build student understanding? Small Group activities?

**Art materials, visual resources & technology** \_\_\_\_\_

Art Materials: What materials, resources, and technology will you need?

Teacher Visual resources:

Student Preparations:

**Lesson Procedures** What will happen in the lesson? \_\_\_\_\_

- Introduction- Motivating Activity (x minutes)
- Art Talk Questions & Discussion (x min):
- Demonstration (x min.)
- Guided Practice Activities: (min.) *sketches, small group work, technique experimentation*
- Studio (min):
- Clean Up (min):
- Closure & Review (min):

**Assessment** (Attach your rubric of Measurable criteria) \_\_\_\_\_

Initial stages:

Midway point:

Final critique:

**Accommodations:** \_\_\_\_\_

**Extensions:** \_\_\_\_\_

(What will be done with work after completion, how exhibited, ideas for following lessons)

**Reflection:** (From teaching or planning the lesson-) What did you learn? What were the challenges? What went well? What could you have done differently?

## Art Lesson Plan Rubric

	Exemplary- 4	Proficient- 3	Developing - 2	Unacceptable- 1
<b>Generative Topic- Big Idea</b> _____	Theme is motivating and relevant to the teacher and student, creatively connects to the visual world and MA Art frameworks; is age appropriate.	Theme may be too broad, not specific enough to interest students, or to focus the visual content of the lesson.	Unfocused, unwieldy or unimportant. The connection to the art world or frameworks is strained.	No generative topic or no connection to the frameworks.
<b>Essential Question</b> _____	Engaging and accessible to students, open-ended, important and raises other questions.	Complete, but does not challenge or engage students, or does not clearly focus on lesson goals.	Not open ended, interesting to students or likely to raise even more important questions	No essential question
<b>Consideration of students</b> _____	Comprehensive info is provided about students and their learning needs and accommodations.	Only basic information about students is provided with some thought to learning needs.	Minimal information about students is presented	No information about students is presented.
<b>Art Content &amp; Framework Goals</b> _____	Goals are creative and challenging; connect to the frameworks; and are expressed visually through art language and teacher art exemplars	Goals seem too broad or unfeasible. They connect to the essential question, but need focus and use of art terms, techniques, history, etc.	Lacks in an understanding and making connections between art goals, terms, techniques, artwork or artists	Little information is provided relating lesson topic to art goals and activities.
<b>Structure of Lesson</b> _____	There is a logical flow that builds and connects to the key idea and visual goals	Good progression, but some design or procedural steps are missing	Needs consideration of opening, middle and closing procedures	Lacks structure and cohesion of a beginning, middle and end
<b>Instructional activities &amp; materials</b> _____	Provides activities that deepen visual learning or planning. Prepares effective, high quality visual aids & demo pieces.	Plans supportive activities with effective visual aids and quality teacher- made examples	Activities lack connection to key goals, visual aids are incomplete, messy or ineffective for the lesson.	The learning activities seem disconnected, unclear or weak, and need more effort in planning.
<b>Extension &amp; Enrichment</b> _____	Considers project display, ways to enrich or further expand the lesson	Extension are included but seem unclear or not thought out.	Ideas are only minimally linked to new art goals or Activities	No extension or enrichment activities are included.
<b>Assessment</b> _____	Art project criteria clearly aligns with goals- evaluation of skills, art qualities; student get feedback	Addresses the learning of targeted art content, students evaluate visual terms, concepts, or qualities	Lacks clear evaluation of student progress in art skills, craftsmanship, or art qualities	No plan for evaluating learning or giving feedback of skills is provided.
<b>Reflection</b> _____	Student wrote thoughtful ideas and connected to improvements in practice	Student used the lesson to improve his or her own practice	Seemed to learn little from teaching this lesson- is minimal & rushed. Lacks influence on practice	No meaningful reflection
<b>Overall Score :</b>	<b>Exemplary-4</b>	<b>Proficient-3</b>	<b>Developing- 2</b>	<b>Unacceptable- 1</b>



## Art Unit Plan Template

Unit Title:\_\_\_\_\_ Grade Level:\_\_\_\_\_ # of classes\_\_\_\_\_

What is your *Generative Idea*:

Essential Questions:

What is your *Unit Rationale* for teaching this lesson?

What are your *Art Goals* for this Unit

What are your *Key verbal and visual concepts* (Provide a concept map or web)

Who are your Supporting Artists/ Artwork Titles:

Other visual resources and uses of technology:

Activities: (Sketch book tasks, criticism games, visual research, writing, etc...)

How will you Introduce the Unit?

Overview of Sequential Studio Lessons

Art Lesson #1 Title: outcome objectives

Art Lesson #2 Title: outcome objectives, connections to #1

Art Lesson #3 Title: outcome objectives, connections to #2

Art Lesson #4 Title: outcome objectives, culminating activity

Art Assessments & Rubric Criteria:

What learning of ideas, creative tasks, or expressive qualities will you evaluate and give feedback on

Modifications Needed for Students:

Reflection: What did you learn? What went well, how does this connect to what is coming next?

Unit Planning Grid\_\_\_\_\_

*Create a simple chart with these headings. Adjust rows according to the Unit length, and number of days of your Unit*

Lesson & Days	Key Concepts	Discussion/ Guiding Questions	Supporting Artists & Art	Art Media	Techniques & Skills	Sketching: Observation & Planning	Activities: Research & writing
Lesson 1 (Day 1)							
(Day 2)							
Lesson 2							
Lesson 3							
Lesson 4							

*Embed a footer to your documents that includes: Your name    Title of Unit    page number*

## Art Unit Plan Rubric

**Exemplary- 4**

**Proficient- 3**

**Developing - 2**

**Unacceptable- 1**

<b>Generative Topic- Big Idea</b> _____	Theme is motivating and relevant to the teacher and student, creatively connects to the visual world and MA Art frameworks; is age appropriate.	Theme may be too broad, not specific enough to interest students, or to focus the visual content of the lesson.	Unfocused, unwieldy or unimportant. The connection to the art world or frameworks is strained.	No generative topic or no connection to the frameworks.
<b>Essential Question</b> _____	Engaging and accessible to students, open-ended, important and raises other questions.	Complete, but does not challenge or engage students, or does not clearly focus on lesson goals.	Not open ended, interesting to students or likely to raise even more important questions	No essential question
<b>Consideration of students</b> _____	Comprehensive info is provided about students and their learning needs and accommodations.	Only basic information about students is provided with some thought to learning needs.	Minimal information about students is presented	No information about students is presented.
<b>Unit Rationale</b> _____	Comprehensive, thoughtful information is present detailing specifics about content, student connections, skills, etc.	The information provided is basic about the content and pedagogy.	Information is weak and needed more detail on content and pedagogy.	No rationale is included explaining the ideas supporting the lesson.
<b>Content Depth &amp; Breadth</b> _____	Connects clearly to standards, and authentically to the theme using creative ideas and resources	Authentically connected to standards with diverse resources	Some aspects fail to address standards or connect to resources effectively	Lesson fail to address standards or utilize art content or resources.
<b>Teaching &amp; Learning Activities</b> _____	Activities are tightly focused, present concrete challenges to students- connect to the essential question.	Activities are focused, with detail and challenge, yet, may need to better build upon each other.	Activities seem a bit disconnected or lacks in focus	Lack focus, direction, or reinforcement of the objectives.
<b>Assessments</b> _____	Closely aligned with objectives ; various strategies used.	Aligned with goals and objectives	Often unaligned with goals	Not aligned with objectives or goals, or missing.
<b>Quality of Analysis</b> _____	Makes appropriate connections between outcomes and developmental skills, is detailed and descriptive	Appropriate links makes between art outcomes, learning, and development	Analysis offers few appropriate links to Art outcomes and developmental issues, is vague	No analysis is presented.
<b>Reflection</b> _____	Reflects thoughtfully with a professional tone and voice.	Reflects with a developing, professional tone.	Devotes little time to Reflecting upon own practice.	No meaningful reflection
<b>Overall Score :</b> _____	<b>Exemplary-4</b>	<b>Proficient-3</b>	<b>Developing- 2</b>	<b>Unacceptable- 1</b>

## **Code of Ethics of the Teaching Profession\***

### **National Education Association**

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of careers in education, and to assist in preventing the practices of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

- shall not in application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications
- shall not misrepresent his/her professional qualifications
- shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute
- shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position
- shall not assist a non-educator in the authorized practice of teaching
- shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law
- shall not knowingly make false or malicious statements about a colleague
- shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all.

The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct.

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- shall not unreasonably restrain the student from independent action in the pursuit of learning
- shall not unreasonably deny the student access to varying points of view
- shall not deliberately suppress or distort subject matter relevant to the student's progress
- shall make reasonable effort to protect the student from conditions harmful to learning, health & safety
- shall not intentionally expose the student to embarrassment or disparagement
- shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
  - exclude any student from participation in any program;
  - deny benefits to any student; or grant any advantage to any student
- shall not use professional relationships with students for private advantage
- shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. \* Adapted from the Code of Ethics of the Education Profession adopted by the 1975 National Education Association Representative Assembly.

## Visual Arts License-Specific Evaluation Questions

### Standard (b)2c

**Demonstrates adequate knowledge of and approach to the academic content of lessons.**

1. Does the candidate demonstrate an adequate knowledge of the visual art form that is the subject of the lesson, the characteristics of its style, its historical period in visual arts, and well-known artists and cultural institutions associated with this form, when conducting a lesson?
2. Does the candidate demonstrate an adequate knowledge of the techniques used in painting, drawing, printmaking, photography, film, computer, or two-or three-dimensional design during the lesson?
3. Does the candidate refer to appropriate learning standards and skills in the Arts Curriculum Framework in developing a lesson?
4. Does the candidate use knowledge of materials effectively when conducting a lesson?
5. Does the candidate demonstrate knowledge of safety in the use of materials and tools when conducting a lesson?
6. Does he or she demonstrate knowledge of critical responses to this visual arts form when conducting a lesson?



## Pre-Service Teacher Self-Assessment of Proficiencies

(To be discussed with your Supervisor throughout the Practicum)

Standard A - Plans Curriculum and Instruction	
Indicators	Evidence
<p><b>1.</b> Draws on art content standards to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge. (Specify learning standards, concepts and skills used)</p> <p><b>2.</b> Draws on results of formal and informal assessments as well as knowledge artistic development to identify art teaching strategies and learning activities appropriate to age, level of English language proficiency, and range of cognitive levels being taught.</p> <p><b>3.</b> Identifies appropriate art materials, art history, and other resources and/or writing activities for promoting further learning by the full range of students within the classroom.</p> <p><b>4.</b> Identifies prerequisite art skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student creative and basic skills.</p> <p><b>5.</b> Plans art lessons with clear objectives and relevant measurable outcomes.</p> <p><b>6.</b> Draws on resources from colleagues, families, and the community to enhance learning.</p> <p><b>7.</b> Incorporates appropriate art technology and visual media in lesson planning.</p> <p><b>8.</b> Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.</p>	

Rating:	Explanation of Rating for Standard A - Plans Curriculum and Instruction

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard; 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name \_\_\_\_\_ License: \_\_\_\_\_

Program Supervisor (initial): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (initial): \_\_\_\_\_ Date: \_\_\_\_\_



Standard B – Delivers Effective Instruction	
Indicators	Evidence
<p>1. Communicates high standards and expectations when <b><u>beginning the lesson.</u></b></p> <ul style="list-style-type: none"> <li>a) Makes learning objectives clear to students.</li> <li>b) Communicates clearly in writing and speaking.</li> <li>c) Uses engaging ways to begin a new unit of study or lesson.</li> <li>d) Builds on students' prior knowledge and experience.</li> </ul> <p>2. Communicates high standards and expectations when <b><u>carrying out the lesson procedures.</u></b></p> <ul style="list-style-type: none"> <li>a) Uses various approaches to teaching art skills, art history, criticism, and other visual concepts</li> <li>b) Employs a variety of art content approaches- skill-based, DBAE, Multicultural, Visual culture, Inquiry-based, contemporary approaches. Implements strategies of discussion, problem solving, cooperative learning, and research projects (among others).</li> <li>c) Demonstrates adequate art content knowledge and approaches to lessons. <b>(See Art license-specific questions)</b></li> <li>d) Used writing for the purposes of art criticism, inquiry, narrative and reflection, Uses questioning to stimulate thinking and encourages all students to respond.</li> <li>e) Uses instructional technology appropriately.</li> <li>f) Employs appropriate sheltered English or subject matter strategies for English learners.</li> </ul> <p>3. Communicates high standards and expectations when <b><u>extending and completing the lesson.</u></b></p> <ul style="list-style-type: none"> <li>a) Assigns art activities, such as bringing artifacts or sketchbook work, practice that furthers student learning and checks it.</li> <li>b) Provides regular and frequent feedback to students on their progress.</li> <li>c) Provides many and varied opportunities for students to achieve competence.</li> </ul> <p>4. Communicates high standards and expectations when <b><u>evaluating student learning.</u></b></p> <ul style="list-style-type: none"> <li>a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.</li> <li>b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</li> </ul>	

<b>Rating:</b>	<b>Explanation of Rating for Standard B – Delivers Effective Instruction</b>
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard;NA=Not applicable.

Candidate's Name: \_\_\_\_\_ License: \_\_\_\_\_  
 Program Supervisor (initial): \_\_\_\_\_ Date: \_\_\_\_\_  
 Supervising Practitioner (initial): \_\_\_\_\_ Date: \_\_\_\_\_

<b>Standard C – Manages Classroom Climate and Operation</b>	
<b>Indicators</b>	<b>Evidence</b>
<p>1. Creates an environment that is conducive to creativity and learning.</p> <p>2. Creates a physical environment appropriate to a range of learning activities.</p> <p>3. Maintains appropriate standards of behavior, mutual respect, and safety with tools and art materials.</p> <p>4. Manages classroom routines and procedures without loss of significant instructional time.</p>	

<b>Rating:</b>	<b>Explanation of Rating for Standard C – Manages Classroom Climate and Operation</b>

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard;NA=Not applicable.

<b>Standard D – Promotes Equity</b>	
<b>Indicators</b>	<b>Evidence</b>
<p>1. Encourages all students to believe that effort is a key to artistic and academic achievement.</p> <p>2. Works to promote achievement by all students without exception.</p> <p>3. Assesses the significance of student differences in home experiences, background knowledge, learning skills and pace, language proficiency, and uses professional judgment to determine if instructional adjustments are necessary.</p> <p>4. Utilizes culturally diverse artists and exemplars within curriculum content.</p> <p>5. Helps all students to understand their role within local and global culture, recognize democratic ideals and principles, and to see themselves as citizens within a community.</p>	

<b>Rating:</b>	<b>Explanation of Rating for Standard D – Promotes Equity</b>

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard;NA=NotApplicable.

Candidate's Name: \_\_\_\_\_ License: \_\_\_\_\_  
Program Supervisor (initial): \_\_\_\_\_ Date: \_\_\_\_\_  
Supervising Practitioner (initial): \_\_\_\_\_ Date: \_\_\_\_\_

<b>Standard E – Meets Professional Responsibilities</b>	
<b>Indicators</b>	<b>Evidence</b>
<p>1. Understands his or her legal and moral responsibilities.</p> <p>2. Conveys knowledge of and enthusiasm for the visual arts to students.</p> <p>3. Maintains interest in current artists, art theory, research, and developments in art education and exercises judgment in implementing them into their teaching practices.</p> <p>4. Collaborates with colleagues to improve art instruction, assessment, and student achievement.</p> <p>5. Works actively to involve parents in their child's art activities and performance, and communicates clearly with them.</p> <p>6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan, and is receptive to suggestions for growth.</p> <p>7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</p>	

<b>Rating:</b>	<b>Explanation of Rating for Standard E – Meets Professional Responsibilities</b>

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: \_\_\_\_\_ License: \_\_\_\_\_

Program Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (initial): \_\_\_\_\_ Date: \_\_\_\_\_

## Summary Decision for Pre-Service Performance Assessment

Teacher candidate's *Pre-Service Performance Assessment* in the Art practicum meets the Professional Standards for Teachers:

Yes \_\_\_\_\_ or No \_\_\_\_\_.

Candidate(sign): \_\_\_\_\_ License: ART

Program Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Standard	Rating (from pp. 2-5)
(a) Plans Curriculum	
(b) Delivers Effective Instruction	
(c) Manages Classroom Climate	
(d) Promotes Equity	
(e) Meets Professional Responsibilities	

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

**Summary Comments (integrated assessment of performance):**

## Field Evaluation Report

Student: \_\_\_\_\_ Soc. Sec. # \_\_\_\_\_

Major: \_\_\_\_\_ Art- Concentration: \_\_\_\_\_ Minor: \_\_\_\_\_

Placement Site: \_\_\_\_\_ City: \_\_\_\_\_

Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Cooperating Practitioner: \_\_\_\_\_

Date: from- \_\_\_\_\_ to- \_\_\_\_\_ # of Absences: \_\_\_\_\_

Summary Statement on Field Experience:

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Prediction of Success: \_\_\_\_\_

Promise of Growth: \_\_\_\_\_

Mark: \_\_\_\_\_ (pass/fail) College Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Characteristics	O	H	S	U
• Appearance				
• Voice and Speech				
• Use of English				
• Enthusiasm and vigor				
• Creativity				
• Initiative				
• Punctuality and reliability				
• Skill in planning				
• Effectiveness of teaching				
• Use of teaching/learning principles				
• Ability to motivate				
• Promoting healthy discipline				
• Alertness to pupil needs				

### KEY:

**O-Outstanding**  
**H-Highly Satisfactory**  
**S-Satisfactory**  
**U-Unsatisfactory**

## FORMATIVE REPORT FORM

Student: \_\_\_\_\_ S.S.#: \_\_\_\_\_

Field Site: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Observer: \_\_\_\_\_ Date: \_\_\_\_\_

FORMATIVE DATA:

<p>Rating Scale</p> <p>1-Does not meet the standard</p> <p>2-Meets the standard</p> <p>3-exceeds the standard</p> <p>N/A-Not applicable</p>
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Standard	Rating
(a) Plans curriculum	
(b) Delivers effective instruction	
(c) Manages classroom climate	
(d) Promotes equity	
(e) Meets professional responsibilities	

Observer's signature: \_\_\_\_\_ Date: \_\_\_\_\_





# The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023 Telephone: 781) 338-3000  
**Preservice Performance Assessment for Practicum or Practicum Equivalent**  
**Professional Standards for Teachers: See 603 CMR 7.08.**

**Part I – To be completed by the applicant.**

Practicum: \_\_\_\_\_ Practicum Equivalent: \_\_\_\_\_

1. Legal Name: (print) \_\_\_\_\_ 2. SSN: \_\_\_\_\_

3. Address: \_\_\_\_\_

4. Sponsoring Organization: \_\_\_\_\_ Program & Level: \_\_\_\_\_

5. Practicum/Equivalent Course Number: \_\_\_\_\_ Credit Hours: \_\_\_\_\_  
Course Title: \_\_\_\_\_

6. Practicum/Equivalent Site: \_\_\_\_\_ 7: Grade Levels of Students: \_\_\_\_\_

8. Total number of practicum hours: \_\_\_\_\_ Number of hours assumed full responsibility in the role: \_\_\_\_\_

9. Other Massachusetts licenses held if any: \_\_\_\_\_

10. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes \_\_\_\_\_ No \_\_\_\_\_

**Part II – To be completed by the Program Supervisor**

Name: \_\_\_\_\_  
(print) \_\_\_\_\_ Position/Title \_\_\_\_\_

The Applicant completed a practicum/equivalent designed by the Sponsoring organization as partial preparation for the following license:

Applicant's License Field: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Part III – To be completed by the Supervising Practitioner**

Name: (print) \_\_\_\_\_ Position: \_\_\_\_\_

School System: \_\_\_\_\_ License: Initial (# yrs. experience): \_\_\_\_\_ or Professional: \_\_\_\_\_

Massachusetts License #: \_\_\_\_\_ Field(s): \_\_\_\_\_

**Part IV – Initial 1, 2, and 3.**

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the Applicant.

Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ Program Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

2. Meeting held midway through the practicum at which the Applicant's progress toward the Professional Standards was discussed.

Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ Program Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.

Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ Program Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

**Part V**

Candidate has successfully completed the Preservice Performance Assessment (Sections: 7.03(2)(a)(4) & 7.04(2)(b)(4)(b)) Yes: \_\_\_\_\_ No: \_\_\_\_\_

Program Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Mediator (if necessary: see 7.04(4))(sign): \_\_\_\_\_ Date: \_\_\_\_\_

## Quotes About Art & Teaching

Good teaching is one-fourth preparation and three-fourths theater.- Gail Godwin

Art is either plagiarism or revolution - Paul Gauguin

All children are artists. The problem is how to remain an artist once he grows up. - Pablo Picasso.

Imagination is more important than knowledge.- Albert Einstein

Teachers teach because they care. Teaching young people is what they do best. It requires long hours, patience, and care. - Horace Mann

Every block of stone has a statue inside it and it is the task of the sculptor to discover it.- Michelangelo

Every artist was first an amateur- Ralph Waldo Emerson

The art of teaching is the art of assisting discovery." ~Mark Van Doren

