



ROCHESTER INSTITUTE OF TECHNOLOGY
COURSE OUTLINE FORM

COLLEGE OF IMAGING ARTS & SCIENCES

School of Art

REVISED COURSE: CIAS-ARED-711-ProfessionalPractices

1.0 Course Designations and Approvals

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	1/13/11	1/14/11
College Curriculum Committee	3/14/11	3/25/11

Optional designations:	Is designation desired?	*Approval request date:	**Approval granted date:
General Education:	<input checked="" type="checkbox"/>		
Writing Intensive:	<input checked="" type="checkbox"/>		
Honors	<input checked="" type="checkbox"/>		

2.0 Course information:

Course title:	Professional Practices in Art Education
Credit hours:	3
Prerequisite(s):	None
Co-requisite(s):	None
Course proposed by:	Professor Carole Woodlock
Effective date:	Fall 2013

	Contact hours	Maximum students/section
Classroom	3	15
Lab		
Studio		
Other-Homework	6	

2.a Course Conversion Designation* (Please check which applies to this course).**

<input type="checkbox"/>	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to:
<input type="checkbox"/>	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:
<input checked="" type="checkbox"/>	New

2.b Semester(s) offered (check)

Fall	Spring X	Summer	Other
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All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here:

2.c Student Requirements

Students required to take this course: (by program and year, as appropriate) Graduate Students in MST Visual Arts-All Grades
Students who might elect to take the course: Other graduate students with permission from the instructor

3.0 Goals of the course

<p>3.1 To prepare students for an entry level position in Art Education, by giving them an opportunity to reflect on the professional responsibilities in their field of study, and to support students in becoming confident in the preparation of applications and interviewing for art teaching positions.</p> <p>3.2 To develop and refine a teaching philosophy.</p> <p>3.3 To create a professional resume and understand the importance of continuing to document their teaching effectiveness throughout their career.</p> <p>3.4 To formulate questions that address the effectiveness of art programs with regard to program, school, district, and cross-district goals.</p> <p>3.5 To know the importance of reporting results of assessments in appropriate ways to students, families, administrators, and the public and to develop assessment strategies to deal with broad issues of program effectiveness.</p> <p>3.6 To understand teacher evaluation processes for professional practice.</p> <p>3.7 To prepare teachers to utilize new technologies throughout their teaching and learning experiences.</p> <p>3.8 To prepare excellent teachers of the visual arts (B-12) who are dedicated to: pedagogy of engagement, the visual arts as a valued discipline within the school curriculum, and the reflective practice of their day-to-day teaching experiences.</p> <p>3.9 To understand the needs of particular groups of students such as those with special needs, gifted and talented students, and students for whom English is not the first language and to plan appropriate instruction inclusive of all students.</p> <p>3.10 To prepare teachers of art to be life long learners, and supportive of the multiple needs of the children in their classroom.</p> <p>3.11 Enable students to make valuable contributions to their professions; communicate effectively and utilize creativity, critical thinking innovative problem solving, aesthetic understanding, cross-disciplinary study and cultivate social responsibility.</p>

4.0 Course description

Course Number: ARED-711

Course Name: Professional Practices in Art Education

Short Course Title: Prof Practices in Art Ed

Prerequisites: None

Classroom 3, Studio 0, Credit 3, Spring

This course focuses on the development of professional practices for entry-level art educators who are involved in their student teaching practicum. The focus will be on understanding the requirements for entry into the field and reflecting on the day-to-day professional responsibilities of an art teacher in the K-12 classroom. Projects will include presentations, relevant readings, assessment practices, mock interviews, case studies, visiting speakers, and preparing materials for applications in the field of art education. Students will be expected to complete weekly assignments. Goals for excellence in teaching and State and National standards are investigated and addressed. In a seminar format, the students realize the course objectives through participatory means. On-line technology is utilized in addition to lectures, videos, and other forms of media.

5.0 Possible resources (texts, references, computer packages, etc.)

- 5.1 Danielson, C. & McGreal, T. (2000). *Teacher Evaluations: To enhance professional practice*. Alexandria, Virginia: ASCD.
- 5.2 Danielson, C. (1996) (2007). *Enhancing professional Practice: A framework for teaching*. New Jersey: Pearson Education.
- 5.3 Professional Standards for Visual Arts Educators (2009). Reston Virginia: NAEA.
- 5.4 Danielson, C. (2010). *Pathways to Teaching Series: Teaching methods*. Alexandria, Virginia: ASCD.
- 5.5 Donahue, D. & Stuart, J. (Eds.) (2010). *Artful Teaching: Integrating the arts for understanding across the curriculum, K-8*. New York: Teachers College Press.
- 5.6 Lemov, D. (2010). *Teach like a Champion: 49 techniques that put students on the path to college*. San Francisco: Jossey-Bass.
- 5.7 On-line resources and relevant periodicals such as: *Art Education, Studies in Art Education, and School Arts*.
- 5.8 Appropriate software to produce course assignments

6.0 Topics (outline):

- 6.1 Understanding professional practice in art education
- 6.2 Connecting to the profession: literature, conferences and organizations
- 6.3 Resume development
- 6.4 Using technology to support self assessment of teaching and learning
- 6.5 Developing a framework for professional practice
- 6.6 Reflective practice and action research
- 6.7 Interviewing techniques & strategies
- 6.8 Teacher evaluation and assessment
- 6.9 Job searching: participation in annual teacher recruitment day
- 6.10 Teaching philosophies
- 6.11 Mock interviews
- 6.12 Meeting professionals from the field
- 6.13 Reflection on the roles and responsibilities to the school and community
- 6.14 Becoming an advocate for the visual arts in the school environment

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

Course Learning Outcome	Assessment Method
7.1 Create a personal teaching philosophy	Project
7.2 Analyze and evaluate teacher evaluation processes	Assignments, Project
7.3 Explore procedural knowledge for professional practice in the field of art education	Assignments, Project
7.4 Create self-knowledge on the procedures for entry level positions in the K-12 art education classroom	Assignments
7.5 Envision professional issues in art education	Homework, Project
7.6 Develop and produce interviewing strategies	Critique, Project
7.7 Create a professional resume and profile	Assignments, Project
7.8 Design, implement and reflect on, an inquiry into professional practice and assessment	Project, Presentation
7.9 Demonstrate effective communication skills	Assignment, Critique

8.0 Program outcomes and/or goals supported by this course

- 8.1 To meet the NAEA professional standards for visual arts educators and teacher preparation programs.
- 8.2 To align with the goals of the New York State Learning Standards in the Visual Arts.
- 8.3 To meet the TEAC (Teacher Education Accreditation Council) goals for a Teacher Preparation Program in the Visual Arts K-12.
- 8.4 To prepare teachers to promote the well being of all students.
- 8.5 To work towards excellence in teacher standards as outlined by state and national organizations in art and education.

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| 8.6 | To prepare teachers as leaders and advocates for the teaching of visual art education in the classroom environment. |
| 8.7 | To prepare teachers of art to be lifelong learners, and supportive of the multiple needs of the students in their classroom. |
| 8.8 | To prepare teachers to utilize new technologies throughout their teaching and learning experiences. |
| 8.9 | To prepare excellent teachers of the visual arts who are dedicated to: pedagogy of engagement, the visual arts as a valued discipline within the school curriculum, and the reflective practice of their day-to-day teaching experiences. |

9.0 General Education Learning Outcome

N/A

10.0 Other relevant information (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)

10.1	Plug-and-Go classroom
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