



ROCHESTER INSTITUTE OF TECHNOLOGY
COURSE OUTLINE FORM

COLLEGE OF IMAGING ARTS & SCIENCES

School of Art

REVISED COURSE: CIAS-ARED-790-StudentTeaching

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:	X		
Writing Intensive:	X		
Honors	X		

2.0 Course information:

Course title:	Student Teaching
Credit hours:	9
Prerequisite(s):	ARED-704 Methods in teaching and learning & ARED-705 Methods II Studio thinking & ARED-702 Inclusive art education
Co-requisite(s):	ARED-890 GraduateSeminarInArtEducation
Course proposed by:	Professor Carole Woodlock
Effective date:	Fall 2013

	Contact hours	Maximum students/section
Classroom	8-3 Off site MWThF full time in schools (28 hrs)	15
Lab		
Studio		
Other-Homework	9	

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

X	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to: 2011-860 Practice Teaching
	Semester Replacement (SR) Please indicate the quarter course(s) this course is

	replacing:
	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: None

3.0 Goals of the course

3.1	To generate pedagogical knowledge, subject matter knowledge, and teaching skills.
3.2	To develop an understanding of classroom practice and interaction with students.
3.3	To support students in becoming qualified to teach the visual arts.
3.4	To become proficient in classroom management issues in the K-12 art classroom through tangible experiences.
3.5	To develop a teaching philosophy that is derived from practice.
3.6	To develop and practice critical thinking skills in the process of teaching.
3.7	To refine research skills for lesson and unit development.
3.8	To successfully complete two student teaching placements.
3.9	To successfully use traditional and new technologies in the context of teaching the visual arts in the K-12 classroom.
3.10	To embrace diversity of peoples, philosophies, and cultural histories in curriculum development and instruction.
3.11	To prepare students to become teachers who promote the well being of all students and work towards excellence in teacher standards as outlined by State and National organizations in art and education.
3.12	To engage students with art and artists to enable them to acquire knowledge of the context in which works of art have been created, and foster respect for all forms of art.
3.13	To enable students to understand the philosophical and social foundations underlying the inclusion of art in general education and the ability to express a rationale for a personal philosophical position about the relevance and importance of art education from a contemporary perspective.
3.14	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.
3.15	To 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.

4.0 Course description

Course Number: ARED-790

Course Name: Student Teaching

Short Course Name: Student Teaching

Prerequisites: ARED-704 Methods in teaching and learning and ARED-705 Methods II Studio thinking and ARED-702 Inclusive art education

Class 28, Studio 0, Credit 9, Fall

The student teaching practicum is designed to provide the student teacher with in depth pedagogical experiences, real world challenges, and rich learning opportunities. Two student teaching placements are arranged for each student for the duration of 6-7 weeks each. Full-time involvement at the school site is required. The Student Teacher will be under the guidance of experienced mentor teachers and college supervisors. This experience includes observation, full-responsibility planning and teaching, and involvement in the culture of the school setting. Students are assigned a cooperating teacher and a college supervisor for each setting. A Student Teaching Handbook is provided. Students are required to meet state and national standards when teaching. Unit and work sample preparation, instruction and assessment are required. On-line technology is utilized in addition to lectures, video and other forms of media.

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

- 5.1 Congdon, K. & Zimmerman, E. (Eds.) (1993). *Women Art Educators III*. Bloomington, Indiana: Indiana University.
- 5.2 Neperud, R. (Ed.) (1995). *Context, Content and Community in Art Education: Beyond postmodernism*. New York: Teachers College Press.
- 5.3 Fehr, D. & Fehr, K. & Keifer-Boyd, K. (Eds.) (2000). *Real-World Readings in Art Education: Things your professors never told you*. New York: Falmer Press.
- 5.4 Gaudelius, Y. & Speirs, P. (Eds.) (2002). *Contemporary Issues in Art Education*. New Jersey: Prentice Hall.
- 5.5 Collins, G. & Sandell, R. (Eds.) (1996). *Gender Issues in Art Education: Content, Contexts and Strategies*. Reston, Virginia: NAEA.
- 5.6 Freedman, K. (2003). *Teaching Visual Culture: Curriculum, aesthetics, and the social life of art*. New York: Teachers College Press.
- 5.7 Szekely, G & Szekely, I. (Eds.) (2005). *Video Art for the Classroom*. Reston, Virginia: NAEA.
- 5.8 Freire, P. (2007). *Daring to Dream: Toward a pedagogy of the unfinished*. London, UK: Paradigm Publishers.
- 5.9 Freire, P. (1998). *Teachers as Cultural Workers: Letters to those who dare teach*. Boulder, Colorado: Westview Press.
- 5.10 Stout, C. (2002). *The Flower Teachers: Stories for a new generation*. Reston, Virginia: NAEA.
- 5.11 Peterman, F. (Ed.) (2008). *Partnering to Prepare Urban Teachers: A call to activism*. New York: Peter Lang.
- 5.12 Emme, M. & Keifer-Boyd, K. & Jagodzinski, J. (Eds.) (2008). *InCITE, InSight, InSITE: Journal of Social theory in Art Education, the first 25 years*. Reston, Virginia: NAEA.

5.13 Freedman, K. (Eds.) (2009). *Looking Back: Editor's Selections from 50 years of Studies in Art Education*. Reston, Virginia: NAEA.

5.14 Delacruz, E. & Arnold, A. & Kuo, A. & Parsons, M. (Eds.) (2009). *Globalization and Art Education*. Reston, Virginia: NAEA.

5.15 Anderson, T. & Gussak, D. & Hallmark, K. & Paul, A. (Eds.) (2010). *Art Education for Social Justice*. Reston, Virginia: NAEA.

5.16 On-line resources and relevant periodicals in Art and Education such as: *Art Education, Studies in Art Education, Journal of Aesthetic Education, School Arts, Arts Journal, Visual Arts Research, Journal of Contemporary Art, The International Journal of Art & Design Education, and the International Journal of Education & the Arts.*

5.17 Student Teaching Handbook

6.0 Topics (outline):

- 6.1 Orientation to student teaching
- 6.2 Understanding the day-to-day responsibilities of an art teacher
- 6.3 Meetings with your college supervisor
- 6.4 Lesson and unit planning
- 6.5 Reflective practice: documenting your experience
- 6.6 Research and presentations of teaching materials in the classroom
- 6.7 Professionalism in the field
- 6.8 Action research: video clips of teaching
- 6.9 Visual journaling as curriculum development
- 6.10 Pedagogical strategies for the 21st. century studio classroom
- 6.11 Exhibiting student artwork
- 6.12 Professional presentations

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

Course Learning Outcome	Assessment Method
7.1 Reflect on pedagogical knowledge generated in student teaching experiences	Teaching Observations, Student teaching Binder
7.2 Generate knowledge of contemporary art and artists	Assignments, Teaching Observations
7.3 Envision and reflect on contemporary issues in art, education, and the K-12 studio classroom	Assignments, Projects
7.4 Reflect on subject matter knowledge generated in student teaching experiences	Teaching Observations
7.5 Reflect on teaching skills and knowledge generated in student teaching experiences through action research	Teaching Observations
7.6 Build on the craft of using technology to support teaching and learning	Teaching Observations, Student teaching Binder
7.7 Demonstrate an inquiry into teaching skills	Teaching Observations,

		Student teaching Binder
7.8	Refine the craft of reflective practice	Student Teaching Binder
7.9	Analyze and evaluate communication skills when teaching visual art using action research	Teaching Observations, Student teaching Binder

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.
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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