

## EDUC 379 Seminar for Art Student Teachers

Moravian College

Spring 2015

Room 7 Art Building, South Campus & Selected Days in PPHAC

Wednesdays 3:45-6:00pm

**Instructor:** Kristin Baxter, Ed.D., Assistant Professor of Art  
**Office location:** Art Building, South Campus, Office 2 (Level "L")  
**Office hours:** Mondays 9am-1:00pm, call or email in advance to confirm  
Google Hangouts can also be arranged  
**Office phone:** Art Dept: 610.861.1680  
**Email:** [kbaxter@moravian.edu](mailto:kbaxter@moravian.edu)

2015 Student teaching dates: 1/20- 3/6 & 3/16 – 5/1

### Course Description

This weekly seminar integrates theory with classroom experience for pre-service art teachers' professional development. Throughout the semester, students continue to refine skills in writing art education lessons plans and curricula. Students are prepared for the transition from student to professional art educator. Prerequisite: Admission to Teacher Certification Program. Concurrent with student teaching.

### Required Textbooks

B.L. Gerber & D.M. Guay (Eds.). (2006). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association.

Wong, H.K. & Wong, R.T. (2009). *How to be an effective teacher: The first days of school*. (4<sup>th</sup> ed). Mountain View, CA: Harry K. Wong Publications.

### Required Articles (posted on Google Classroom or handed out in class)

*Art Student Teaching Handbook*, <http://home.moravian.edu/public/educ/eddept/art/index.htm>

Bobick, B., Derby, J., Tollefson-Hall, K., & Villeneuve, P. (Fall 2012). *Advisory: Getting Hired, Part 1: Tips for Preparing an Application Packet*. Reston, VA: National Art Education Association.

Bobick, B., Derby, J., Tollefson-Hall, K., & Villeneuve, P. (Fall 2012). *Advisory: Getting Hired, Part 2: Tips for Interviewing*. Reston, VA: National Art Education Association.

Eubanks, P. (2002). Students Who Don't Speak English: Art Specialists Adapt Curriculum for ESOL Students. *Art Education*, 55(2), 40-45.

Hoover, J.J. & Patton, J. R. (March 2005). Differentiating Curriculum and Instruction for English-Language Learners with Special Needs. *Interventional in School and Clinic* 40(4), 231-235.

A complete list of **further reading in Art Education methods, classroom management, strategies for teaching diverse learners**, such as ELL's and children with IEP's and 504 plans, is posted on Google Classroom.

**Course Goals**  
**Students will**

1. Analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline  
**(Art Department Outcome #1 Visual Literacy)**  
by using art-specific vocabulary when writing curricula that meet Pennsylvania State Academic Standards in the Visual Arts and employs strategies for teaching students with diverse needs, such as those who are learning the English language and student with disabilities.
2. Understand how art shapes and reflects cultural, national and personal identity **(Art Department Outcome #2 Cultural Values)**  
by reflecting on how their art practice informs their pedagogy through participating in the Senior Thesis Exhibition and completing student teaching.
3. Engage in multi-disciplinary studies, projects, and events which provide the integration of arts and ideas – heart, hands, and head – for all students at Moravian College **(Art Department Initiative # 7)**  
by developing professional practices including working with cooperating teachers, administrators, parents, and children to create and teach interdisciplinary curriculum during student teaching and collaborating with fellow student teachers and college faculty during seminars.

## COURSE REQUIREMENTS

See separate Assignment Sheets for details about each project and grading rubrics.

Due Dates	Course Goals	Assignments	Percentage of grade "weight" toward final grade	Approximate number of hours per week spent on this project, outside of class	PDE General Standards and Specific Program Guidelines: Art Candidate Competencies
Every Wednesday	3	Folder on DRIVE with completed, weekly coop observation forms	10%		III.B. Integrity and ethical behavior
Every Wednesday	1,2,3	Folder on DRIVE with weekly lessons (7 weeks from elementary; 7 weeks from secondary)	14 weekly posts = 25% of final grade	40 hours week student teaching + 10 hours per week writing lessons	II.A. Managing the instructional environment II.B. Planning instruction II.D. Selecting instructional materials to meet needs of diverse learners II.E. Assessing and evaluating student's understanding
See schedule	1	Folder on DRIVE with responses to readings	15%	1-2 hours per week, on weeks that readings are due	III.A. Knowledge of professional journals and resources
April 29	1,3	1-page Reflection of IEP Meeting	10%	1 hour in total	II.D. Selecting instructional materials to meet needs of diverse learners
First day of show is April 19th	2,3	Senior Thesis Exhibition	20%	8-10 hours in total to finish	I.A. Concentrated study in at least one studio area and instructional procedures
April 29	1,2	Portfolio & website/digital portfolio	20%	8-10 hours in total to finish	III.A. Knowledge of resources for ongoing professional development

### Expected Number Of Hours To Spend On Coursework, Outside Of Class Time

Students are expected to spend 8-10 hours, outside of class time, on assignments, readings, trips, and/or fieldwork. The student work in this course is in full compliance with the federal definition of a four-credit hour or two-credit hour course. For a 4-credit/1-unit courses, students must spend a minimum of 174 hours on coursework including class time.

## Course Requirements

### 1. Field Experience

Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook.

Below is the link to the Field Experience Handbooks. The link will take you to our official Education Department website. Then click on the appropriate program and you will find the handbook icon near the bottom of the page. Information pertaining to Policies and Procedures Common to All Field Experiences is in Section 1 and Student Teaching information is in Section 4.

<http://home.moravian.edu/public/educ/eddept/>

### 2. Lessons to Coop 48 hours in advance

You must submit **all** of your lesson plans to your cooperating teacher 48 hours before you plan on teaching them, or else you are not permitted to teach. This is a College policy. Students and cooperating teachers should tailor the lesson format, found at the end of the syllabus, according to their particular classes and projects.

**3. Written, Weekly Lessons.** See separate Assignment Sheet for details

**4. 1 page written critique/highlights of assigned readings,** due on the day they are assigned. Create a folder on DRIVE and save your documents by date. For example:

- a. "Colleen Hait Responses to Readings"
- a. 1.28.15 Readings

### 5. (One) 1-page written critique of ONE IEP Meeting.

Consult with your cooperating teacher, and attend ONE IEP meeting during one of your student teaching experiences. Write a 1-page reflection on this experience and how you might incorporate suggested goals and instructional strategies in your teaching in the future. Do not use any names or any other descriptions that might identify the child.

### 6. Weekly observations by your supervisor

I will observe you teaching a lesson each week. You are required to email me the lesson that I will observe at least 48 hours in advance. I will complete a detailed form with my observations and we will go over it immediately following your lesson. I will create a folder on DRIVE and place those digital evaluations there for your reference. Please plan my weekly visits at a time when you are available to speak privately to me right after your lesson.

### 7. Weekly observations by your cooperating teacher

Your cooperating teacher will complete an observation report of your teaching each week. Create another folder in DRIVE and place these weekly evaluations in that folder. Save each observation as the date it was completed. For instance:

- a. **Colleen Hait Elementary Weekly Coop Evaluations**
  - i. 1.23.15
  - ii. 1.30.15
  - iii. And so on for each week of the placement
- b. **Colleen Hait Secondary Weekly Coop Evaluations**
  - i. Week ending 3.20.15
  - ii. Week ending 3.27.15
  - iii. And so on for each week of the placement

**8. Completion of two PDE 430 forms**

In addition to the weekly observation report, the PDE 430 form will also be completed. I will be looking for evidence of each of the four areas required in the PDE 430 Form: Planning and Preparation; Classroom Environment; Instructional Delivery; Professionalism. At the end of each experience we will review the completed forms. **If you earn a “0” on any portion, you will not be certified to teach. It is possible to pass student teaching, but not get certification if you receive a “0” on any section of the PDE 430.**

**9. Participation in Senior Thesis Exhibition, Payne Art Gallery.** See separate Assignment Sheet for details.

**10. Presentation of your final, completed portfolio.** See separate Assignment Sheet for details.

## **Art Department Attendance Policy**

For classes that meet twice a week, after the second unexcused absence, final grade will be dropped by one full letter. After the fourth unexcused absence, student will receive a failing final grade.

I will take attendance every day. You are welcome, at any time, to ask me how many absences you have throughout the semester. (This is not posted on Blackboard or Google Classroom.) However, I will not remind you about this. The student is responsible for understanding this attendance policy and keeping track of his/her own absences.

An excused absence is one confirmed by a note from the Dean's Office, Academic Support Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Academic Support Services. Documentation is required for sports. Students are permitted to miss class, with advanced notice, for games or matches, but not for practice. Students should provide the instructor with a schedule, if you know you will be missing a class due to a game or match. Practice is not an excused absence. Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

### **Missing Portions of Class: The following count as unexcused absences**

- More than 15 minutes late for class
- Failure to bring supplies to class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

If you are late or absent, it is your responsibility (not the professor's) to find out what you missed and to catch up in a timely manner.

**If a project is due on a day that you have an EXCUSED absence**, that project is due on the day you return to class; if it is not turned in at that time, it receives a grade of "0."

**If a project is due on a day that you have an UNEXCUSED absence** and that project is not submitted to the professor on that due date, the project receives a grade of "0." Absences do not give you extensions for deadlines. If you have an UNEXCUSED absent on the day a project is due, you are still required to submit that assignment - either through email, Google Drive, Google Classroom, or having another student deliver a hard copy to me by the due date. Late assignments receive a grade of "0."

### **Do not wait until the last minute to complete your work**

Technological problems are NOT AN EXCUSE for turning in work late or not turning it in at all. PLAN AHEAD. If you know you have to upload something or use technology for an assignment, DO NOT WAIT UNTIL THE LAST MINUTE to test it out and make sure all the technology works.

All deadlines are listed on the syllabus and reviewed during our first meetings. Do not wait until the last minute to complete your assignments. Late work is not accepted and earns a grade of "0."

## Grading

- In fairness to all students, it is not possible to receive an extension for deadlines, even if you ask in advance. Due dates are firm.
- Late work is not accepted and earns a grade of “0.”
- There is no “extra credit” offered in this class.
- All grades count. I do not “drop” lowest grade.
- It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course.

## Assignment Sheets

Each assignment /course requirement has a detailed, corresponding “Assignment Sheet” that describes the requirements and grading rubric for each project. It is the student’s responsibility to read and follow the assignment sheets and understand the grading rubrics. Each assignment is worth up to 20 points. You are graded on four areas for each assignment, each worth up to five points. Late work is not accepted and earns a grade of “0.”

See each specific assignment sheets for detailed rubric.

20 points (100%)

19 (95%)

18 (90%)

17 (85%)

15-16 (80%)

13-14 (75%)

11-12 (70%)

9-10 (65%)

4-8 (59%)

3 and below (0%)

## Grades on Blackboard

Late work is not accepted and earns a grade of “0.”

All grades are posted on Blackboard. Blackboard does not keep track of attendance. The professor will return assignments and grades to you throughout the semester, but it is the student’s responsibility to check grades regularly so you know how you are doing in class.

The “Final Grade” column on Blackboard does NOT factor any drop in grades because of attendance. Read the syllabus regarding how your absences will lower your final grade. The “Final Grade” on Blackboard is determined by the grades for your projects only. I will factor in any absences from that grade on Blackboard.

## Standard numeric grading scale for Final Grades

Late work is not accepted and earns a grade of “0.”

A	94-100
A -	90-93
B+	87-89
B	84-86
B -	80-83
C +	77-79
C	74-76
C -	70-73
D +	67-69
D	64-66
D -	60-63
F	below 60

## Course Schedule

Subject to change

Day/Time	Location	Topic	Due
Wed Jan 21	Room 7	Welcome Meeting with Cooperating Teachers. Refreshments served.	Introductions & Welcome
Wed Jan 28	Room 7	Reflections on your first week of student teaching	Due: Weekly coop evaluation in folder on DRIVE Weekly lesson plans in folder on DRIVE Written response to assigned readings in folder on DRIVE  Readings Due: Wong & Wong, "Positive Expectations," pp. 35-76 "How to have a well-managed classroom," pp. 80-88 "How to have your classroom ready," pp. 88-99
Wed Feb 4  TENTATIVE Details TBA	Room 7	Critique of work for Senior Thesis Exhibition; Studio Faculty invited	Please bring <i>works-in-progress</i> to class, for feedback: <ul style="list-style-type: none"> <li>• artwork for Senior Thesis Exhibition</li> <li>• portfolio</li> <li>• Artist's Statement</li> <li>• Statement of Teaching Philosophy</li> </ul>
Wed Feb 11	PPHAC 302	Seminar-Resume and Cover Letter Writing  with Ashley Forsythe	Due: Weekly coop evaluation in folder on DRIVE Weekly lesson plans in folder on DRIVE Written response to assigned readings in folder on DRIVE Hard copy of your resume and cover letter  Readings Due: <i>Getting Hired, Part 1: Tips for Preparing an Application Packet.</i> <i>Getting Hired, Part 2: Tips for Interviewing.</i>
Wed Feb 18	Room 7	Critique of work for Senior Thesis Exhibition; Studio Faculty invited	Due: Weekly coop evaluation in folder on DRIVE Weekly lesson plans in folder on DRIVE Please bring <i>works-in-progress</i> to class, for feedback: <ul style="list-style-type: none"> <li>• artwork for Senior Thesis Exhibition</li> <li>• portfolio</li> <li>• Artist's Statement</li> <li>• Statement of Teaching Philosophy</li> </ul>
Wed Feb 25 (tentative)	TBA	Art Department's Visiting Artist Lecture 4:00pm  Hands-on workshop 6:30pm	Due: Weekly coop evaluation in folder on DRIVE Weekly lesson plans in folder on DRIVE



Monday March 2	PPHAC 302	Certification Procedures with Terry Kubera	Due: Weekly coop evaluation in folder on DRIVE Weekly lesson plans in folder on DRIVE
Monday March 2			Honors Posters hung in HUB
Week of March 9	No Class	Spring Break	Spring Break
Wed March 18	Room 7	Prepare for Senior Thesis Exhibition	Please bring <i>works-in-progress</i> to class, for feedback: <ul style="list-style-type: none"> <li>• artwork for Senior Thesis Exhibition</li> <li>• portfolio</li> <li>• Artist's Statement</li> <li>• Statement of Teaching Philosophy</li> </ul>
Tuesday March 24	HUB	Opportunities Day/Job Fair	Due: Weekly coop evaluation in folder on DRIVE Weekly lesson plans in folder on DRIVE Written response to assigned readings in folder on DRIVE Bring copies of your resume and portfolio Dress professionally  Reading Due: Wong & Wong, "The Professional" pp. 297-316 "The Basics for a Beginning Teacher," pp. 317-337
Wed April 1	PPHAC 302	Teaching Learners with Disabilities at the Secondary Level	Due: Weekly coop evaluation in folder on DRIVE Weekly lesson plans in folder on DRIVE Written response to assigned readings in folder on DRIVE  Readings Due: Gerber & Fedorenko, Building Collaborative Partnerships, in <i>Reaching and Teaching Students with Special Needs through Art</i> (Chapter 10)  Guay & Gerlach, Clarifying roles for paraeducators in the art room, in <i>Reaching and Teaching Students with Special Needs through Art</i> (Chapter 12)
Wed April 8	Room 7	Teaching art to English Language Learners	Due: Weekly coop evaluation in folder on DRIVE Weekly lesson plans in folder on DRIVE Written response to assigned readings in folder on DRIVE  Readings Due: Eubanks, <i>Students Who Don't Speak English</i> Hoover & Patton, <i>Differentiating Curriculum and Instruction for English-Language Learners with Special Needs</i>
Sunday April 12  Tentative			NAEA Student Chapter Event: Soul Collage Workshop with Jody Matthews, Room 7

Wed April 15	Room 7	Special Presentation: “First Year Art Teaching” with Moravian College Art Education Alumni:	Due: Weekly coop evaluation in folder on DRIVE Weekly lesson plans in folder on DRIVE  Graduates from the Moravian College Art Education Program are invited to join us tonight to share their insights into getting an art teaching job and excelling in your first years of teaching.  Refreshments served.
Sunday, April 19th	Payne Gallery		First Day of Senior Thesis Exhibition (Not reception)
Tuesday or Wednesday, April 21 or 22. Details TBA	Payne Gallery and North Campus	Senior Thesis Exhibition	Due: Weekly coop evaluation in folder on DRIVE Weekly lesson plans in folder on DRIVE  Senior Talks in Payne Art Gallery Scholarship Day presentations TBA (For SOAR and Honors)
Wed April 29	TBA	Celebration! Dinner!	Due: Weekly coop evaluation in folder on DRIVE Weekly lesson plans in folder on DRIVE IEP Meeting reflection paper Final portfolio, hard copy Final website/e-portfolio
Friday May 15, 5:00pm	Central Moravian Church	Baccalaureate	
Sat May 16 10:00am	North Campus	Commencement	
Sat May 16 Afternoon TBA	Payne Gallery	Reception for Senior Thesis Exhibition	

### **Syllabus is subject to change**

If you are late or absent, it is **your responsibility** to find out what you missed (not the professor’s to tell you what you missed) and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead contact a fellow student in the class.

### **Learning Services Office**

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

### **Academic Honesty**

Institutional expectations and the consequences of failure to meet those expectations are outlined in this link: [Moravian College Student Handbook 2011-2012](#).

## **Plagiarism**

If an instructor suspects plagiarism or any other form of academic dishonesty, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Department Chair and Academic Dean using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, **assign either a grade of zero to the academic work in question or a failing grade in the course** in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs. A student may appeal either a charge of academic dishonesty or a penalty as follows: First, to the course instructor. Next, in the case of a First Year Seminar, to the Chair, First Year Seminar. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

## **Attention Education Majors**

All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

## **Moravian College Art Department Mission Statement**

The Moravian College Art Department cultivates a vibrant academic community committed to creative and critical thinking. Our faculty and students share a passion for art as a celebration of the mind's imaginative and intellectual powers. Art is by nature an interdisciplinary and trans-cultural field that invites students to consider how art reflects and shapes society, politics, ethics, and culture. At Moravian College, art-making is a form of meaning-making that relies on invention, research, and an infinitely curious mind to construct new knowledge, foster self-expression, and explore visual communication. Students are given the opportunity to unleash their creativity through dynamic projects that embrace risk-taking, problem-solving, revision, and self-reflection.

Working at the forefront of new approaches to teaching, learning, and technology, the Art Department is grounded in strong traditional foundations. Our program lays the ground-work for students to integrate and appreciate art throughout their lives, encouraging leadership in their fields and within the global community. Under the mentorship of our outstanding faculty, our students are provided with a strong, personalized academic major, combined with innovative hands-on learning experiences and opportunities for community engagement and collaboration. The Art Department is committed to providing professional opportunities through our internships; in-house graphic design studio; student teaching; on- and off- campus student exhibitions; visiting guest lectures; study abroad experiences; student-run organizations; and participation in conferences, workshops and presentations.

## **Art Department Philosophy**

Contemporary visual culture includes real-time and interactive media, mass communications, and art. To develop a critical intelligence, students must learn how to question.

Making art is based on experimentation and revision. Asking how, why, when, and by whom images are made should be integral to the liberal arts enterprise. The process of discovery and adaptation used in art-making could contribute profoundly to all disciplines. The informed contemporary liberal arts student cannot, without understanding the history of representation, make decisions about the meaning and value of their persistent attraction to static and moving images.

**EDUC 379**  
**Art Education Lesson Plan Format for Full-Time Student Teachers**

Each of the following 20 sections, should only take a line or two.

1. Teacher's name, course number, course name, semester and year
2. Title of lesson
3. Grade of students and subject areas
4. Expected length of lesson: Such as "Day 2 of 90-minute lessons"
5. Behavioral Objective
6. General Objective
7. Big Idea
8. Essential Question
9. Pennsylvania Academic Standard for Arts and Humanities
10. Pennsylvania Common Core Standard in Math or English Language Arts National Coalition for Core Arts Standards
11. Pennsylvania's PreK-12 English Language Proficiency Standard (ELPS)
12. Instructional Materials (For THIS day's lesson only; not all the materials for the entire project)
13. Vocabulary: Tier 3 words. List in alphabetical order (no definitions, in order to save space) at least two words from art and two words from another subject area (math, science, or language arts, etc.). (4 min. total)
14. Motivational Dialogue (Instructional Strategy):
15. Use your best judgment about which of the following sections to include in the "short" lesson plan. It may not always be necessary to include every section below for every "Day" of the lesson.
  - a. Introduction
  - b. Topic question, statement, or activity
  - c. Association Dialogue
  - d. Visualization Dialogue
  - e. Demonstration
  - f. Transition
  - g. Formative Assessment
  - h. Summary and Closure
16. Clean-up procedures
17. Differentiated instructional strategies for diverse learners
  - a. English Language Learners (ELL's)
  - b. Students with IEPs and/or 504 plans
  - c. Early Finishers
  - d. Discouraged young artists
18. Summative Assessment
19. Reflection & Self-Evaluation
  - a. What worked? What didn't work? How could the lesson be improved?
  - b. Respond every time/every day this lesson is taught; (not just included for the final, overall project)
20. You are encouraged (not required) to include photos of completed artwork, or photos of the steps involved in your lesson to more fully illustrate the project.

**PDE**  
**General Standards and Specific Program Guidelines: Art**  
**Candidate Competencies**

[http://www.portal.state.pa.us/portal/server.pt/community/institutional\\_program\\_approval/8817](http://www.portal.state.pa.us/portal/server.pt/community/institutional_program_approval/8817)

**I. Knowing the Content**

The professional education program provides evidence that Art Education certification candidates complete a program the same as the academic content courses and required electives of a bachelor's degree. The program shall require the candidates to demonstrate their knowledge of the fundamental concepts of the arts and competence in teaching K-12 grade students two- and three-dimensional art, art history, criticism and aesthetics including:

I.A. Concentrated study in at least one studio area and instructional procedures in at least one area of spatial, graphics and media art including:

- drawing, painting, and sculpting,
- 2-dimensional and 3-dimensional design,
- ceramics, jewelry and metals,
- photography, printmaking, or computer art

I.B. Art history including:

- history of western and non-western art,
- concentration in a specific art history area,
- the role of the arts in human development,
- major themes, styles, artists/artworks and theories of artistic expression and development

I.C. Aesthetics including:

- aesthetic dimension of experience,
- theories of art aesthetics,
- purposes and meaning of art,
- influences of the arts and humanities on shaping our heritage,
- philosophy of art

I.D. Criticism of works in the arts and humanities including:

- analyzing and synthesizing,
- interpreting, classifying and forming a critical response,
- evaluating using concepts of critical response

**II. Performances**

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Art Education certification program are assessed in coursework, field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including:

- communicate challenging learning expectations to each student,
- establish and maintain rapport with students and promote mutual respect among students,
- instill in all students a belief that they can succeed in art education,
- establish and maintain consistent standards of classroom behavior,
- make the physical environment safe and conducive to learning

II.B. Planning of instruction, done independently and in collaboration with other educators, based upon:

- art education subject matter,
- students and the community,
- Pennsylvania Academic Standards,
- content analysis with specific objectives,
- instructional methods, including materials and activities,
- results of student assessments

II.C. Selecting, adapting and implementing a variety of instructional strategies ranging from simple reproductions, and graphic demonstrations, to "essay-style" homework, class exhibitions, demonstrations, projects, and utilizing traditional tools as well as modern technologies

II.D. Selecting, analyzing, and modifying instructional materials to meet the needs of diverse learners

II.E. Assessing and evaluating student's understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting instructional strategies

### **III. Professionalism**

The professional education program provides evidence that each teacher certification candidate demonstrates knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, professional journals, conferences, and other resources for ongoing professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students