



RHODE ISLAND COLLEGE

DEPARTMENT OF ART, FACULTY OF ARTS & SCIENCES

ARTE 404-01/504-01: SECONDARY PRACTICUM IN ART EDUCATION

TUESDAYS / THURSDAYS 11:00 A.M. – 1:50 PM
ART CENTER, ROOM 17, 3 CREDIT HOURS

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Program: Art Education. Dr. Cheryl Williams, Art Education Program Coordinator

1. COURSE INFORMATION

Course Description: Teaching concepts, lesson plan development, and evaluation for secondary school art instruction are studied through readings, discussions, observations in secondary art classrooms, and introductory teaching experiences.

Prerequisites: Admission to the art education teacher preparation program, ARTE 303, ARTE 405/505, and 33 credit hours of art courses.

Expanded Course Description: This course is designed to prepare students for teaching art at the secondary level. It will give future art educators the opportunity to apply artistic development theory and studio practices in the secondary art room setting. Students will explore the Guiding Questions identified below as part of an inquiry-based approach to learning. This course will promote planning, acting, and reflecting on teaching experiences in the visual arts. The course will address the National Visual Arts Standards, the Rhode Island Professional Teaching Standards, and the Rhode Island Visual Arts & Design Grade Span Expectations K-12.

Relationship to the Professional Program:

This is a required course for art education majors. It is taken after admission into the Art Education Program. It is the third course in a three-course sequence of art education courses taken before student teaching. It is specifically designed to prepare students for teaching art at the secondary level and must be completed with a grade of "B" or higher. All students must have completed ARTE 405/505: Elementary Practicum in Art Education.

Relationship to FSEHD & RIPTS:

This course reflects the Conceptual Framework of Rhode Island College's Feinstein School of Education and Human Development (FSEHD) that aims to develop Reflective Practitioners and addresses the four themes of knowledge, pedagogy, diversity, and professionalism. This includes involving students in the School's emphasis on the recursive educational practice of planning, acting and reflecting. Attention is directed to global perspectives, diversity of learning, and technology as well. Instruction and assignments are also aligned with the Rhode Island Professional Teaching Standards (RIPTS).

COURSE OUTCOMES

Course outcomes pertain to the following Rhode Island Professional Teaching Standards (RIPTS) and the National Visual Arts Standards (NVAS). This course also supports the Conceptual Framework of the Rhode Island College's Feinstein School of Education and Human Development.

<i>Learning Objective</i>	<i>RIPTS</i>	<i>How is it assessed?</i>
1. Plan and teach art learning experiences for secondary students that are richly meaningful	RIPTS 2	Write and implement art lesson plans
2. Practice and improve art teaching skills that are developmentally appropriate for adolescents	RIPTS 3	Evaluation of practicum teaching
3. Cultivate characteristics of effective, reflective and professional art educators	RIPTS 10	Written reflections of Practicum Observations and Teaching
4. Select content with multicultural, historical, and global perspectives concerning artistic and creative endeavors	RIPTS 1, 2	Written lesson ideas Art ed. resources reviews
5. Gain increased awareness and understanding of historical and contemporary philosophies of art education and their corresponding teaching models as they pertain to adolescents	RIPTS 2	Class discussion Summary Reflection
6. Become more knowledgeable about National Visual Arts Standards and the Rhode Island Visual Art and Design GSE's and their importance and use, and apply this knowledge in the development of art lessons and units for the secondary level.	RIPTS 2	Written lesson plans. Written TCMWS
7. Understand artistic development of adolescents, contextual influences, and individual difference	RIPTS 3, 4	Written reflections of Practicum Observations and Teaching Context of Practicum Report
8. Plan ways to connect and engage students in interdisciplinary and collaborative learning	RIPTS 2	Written TCMWS
9. Become aware of artistic learning and engagement supported by the use of technology	RIPTS 2	Written lesson plans. Written TCMWS
10. Become more knowledgeable about ways of teaching art to diverse learners, students with special needs, special abilities, and cultural differences and apply this knowledge in the planning of appropriate accommodations for art lessons at the secondary level	RIPTS 4	Written reflections of Practicum Observations Written lesson plans
11. Promote higher order thinking skills and creativity through effective teaching in art	RIPTS 5	Practicum Teaching
12. Determine ways to create positive, respectful learning environments and communities conducive to artistic learning and engagement appropriate for adolescents	RIPTS 6	Works of art and written reflections
13. Use, teach and promote the visual language	RIPTS 8	Written lesson plans Implemented lesson plans
14. Develop means of informal and formal art assessments for adolescents	RIPTS 9	Written lesson plans Implemented lesson plans Written TCMWS
15. Practice safe and appropriate use of art media and tools	RIPTS 11	Implemented lesson plans
16. Reflect on ways to become positive advocates for art education	RIPTS 11	Summary Reflection Practicum Portfolio
17. Understand ways to collaborate with other educators in the school, parents, guardians, community members and others for the benefit of students	RIPTS 7	Practicum Reflections

GUIDING QUESTIONS OF THIS COURSE:

1. What are the artistic, cognitive, affective, and holistic development theories that pertain to the secondary art classroom?
2. How can you seek learning connections between visual art and other disciplines, and explore multicultural, historical, and global perspectives through art?
3. How do current local, statewide, and national educational movements, standards, and theories impact your secondary art teaching?
4. How can you effectively teach adolescents and nurture meaningful artistic behaviors and modes of thought through the creative process?
5. How can you utilize technology in your secondary art lesson planning and instruction?
6. How can contextual characteristics of the learner be considered in the secondary art classroom?
7. How do you teach art to diverse learners and celebrate diversity through art?
8. Which secondary art curriculum and instructional choices are right for you and your students?
9. How do you collaborate with other educators in the school, parents, guardians, community members and others for the benefit of the students?
10. How do you design strong secondary art lesson plans and units that promote inquiry, critical thinking, problem-solving skills and creativity through art?
11. How can you promote the use of digital media in the art making process?
12. How do you cultivate safe learning environments, dispositions, and attitudes conducive to mutual respect, risk-taking, wonder, curiosity, and community building?
13. What are a variety of means of assessing adolescent artistic learning?
14. How do you present yourself as a professional art educator at all times?
15. How do you become a reflective practitioner?
16. How do you become a positive, effective advocate for art education?

2. COURSE REQUIREMENTS

TEXTS AND MATERIALS

Required Texts:

Cushman, K. (2003). *Fires in the bathroom*. New York: The New Press. ISBN 1-56584-996-5 (paper)

-OR-

Cushman, K. (2008). *Fires in the middle school bathroom*. NY: The New Press.

(Make choice based on Practicum grade level assignment).

Gerber, B.L., & Guay, D.M. (Eds). (2006). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association. [ISBN 978-1-890160-36-4]

Hetland, L., Winner, E., et al (2007). *Studio thinking: The real benefits of visual arts education*.

New York: Teachers College Press. [ISBN: 978-0-8077-4818-3]

Required Readings:

National Art Education Association (1994). *The national visual arts standards*. Reston, VA: author.

Go to the link below, type "National Visual Arts Standards" in the search box and follow the link.

<http://www.arteducators.org/>

Rhode Island K-12 Grade Span Expectations in the Arts, Visual Arts & Design.

<http://www.ride.ri.gov/Instruction/gle.aspx#arts>

<http://thinkartslifelearning.com/resources.html> -- *This is a "toolkit designed to support those interested in supporting arts education in our [Rhode Island] schools and communities....The toolkit provides action steps ideas, resources, and online tools to support RI state and local education policies and practices in the arts. This toolkit is designed to help school and community members ensure access to arts learning for all our RI children and youth – through programming, advocacy and communication." Check it out and get involved!*

Recommended Readings:

Davis, J.H.D. (2008). *Why our schools need the arts*. New York: Teachers College Press.
[ISBN:978-0-8077-4834-3]

Kessler, R. (2000). *The soul of education: Helping students find connection, compassion and character at school*. Alexandria, VA: Association for Supervision and Curriculum Development
[ISBN:0-87120-373-1]

Throughout the semester, there will be additional required and recommended readings.

Art Education Resource Bibliography / Suggested Reading: At the end this syllabus

ARTE 404/504 Required Materials List:

- > Large Binder, divider tabs, and sheet protectors (Art Curriculum Binder of Ideas)
- > Course journal / notebook
- > Art Practicum Portfolio: hard copy (large binder) and digital (submit USB flash drive)
- > Assorted non-toxic art media: small set of watercolors and brush, colored pencils, drawing pencil, eraser, glue stick, carry tote for supplies

ARTE 404/504 COURSE EVALUATION

Expectations:

Throughout the semester, you must take an active role in your preparation as a future teacher of art. It is expected that you will demonstrate a commitment to thinking, questioning, reading, researching, reflecting, writing, preparing outside of class and participating in class. You will observe and actively participate in art programs in secondary schools and reflect on your experiences. An inquiring spirit, dedication to learning and professional growth, and professionalism and integrity in all matters related to this course are expected of you.

You are expected to exhibit the specified FSEHD professional dispositions and related behaviors of:
self-reflection, life-long learning, advocacy for children and youth, respect for diversity, collaboration, and professional work characteristics.

Attendance

Attendance at all classes, for the full duration of each class, is imperative and expected.

It is expected that each student will be actively engaged and participate fully. Required work that is submitted late will negatively impact your grade unless prior permission is obtained from the instructor. Missing class, being tardy or lack of active class participation and preparation will negatively impact the final course grade. Make-up will be provided for excused absences. Late assignments will lose points for each day delayed. Discuss any special considerations with the professor for any extensions due to *extenuating* circumstances. Please be advised that plagiarism will not be tolerated according to the RIC Student Handbook.

Accommodations: Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act of 1990 and/or Section 504 of the rehabilitation Act of 1973, you are required to register with RIC's Disability Services Office (Craig-Lee Hall, Room 127; phone number 456-8061). To receive accommodations for this class, please obtain the proper forms from the Disability Services Office and meet with me at the beginning of the semester, as soon as possible.

**RIC Art Education Program Course Requirements,
Performance-based Assessments, and Assignment Weight:**

1. Secondary Art Curriculum Binder of Ideas.....20%
 2. Secondary Art Practicum Field Experience.....30%
 3. Secondary Art Practicum Portfolio.....50%
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>Please note: Assignments should be submitted in both hard copy and digital form.

1. Secondary Art Curriculum Binder of Ideas 20%

Students are required to organize all items below in a professionally presented binder. Students should include a Table of Contents and add tabs to divide sections.

RIPTS 2,3,4,10 FSEHD Conceptual Framework: Knowledge, Pedagogy

Assignment #1: 10% Exploration of Art Topics, Ideas and Media for Secondary Art Education

1a.You will engage in three artmaking assignments to explore art themes, processes and media.

These themes are as follows:

- ___Art is about Personal Expression (The Color of Hope)
- ___Art is about Personal Meaning Making (Mandala Collage)
- ___Art is about Learning to See (Observational Drawing and Personal Inquiry)

1b.You will investigate art (not art education) resources with specific art works as well as artists addressing the four art topics below. Be sure to include citations for each resource. For each art topic for the secondary art lesson ideas will include 5 secondary art lesson ideas with supportive materials. Each of the five art lesson ideas should be related to the National Visual Arts Standards and Rhode Island Visual Arts & Design GSEs, and each must include the following components: Creating, Responding, Artist(s) or Art Movement, and Reflection (with an assessment/rubric).

Directions:

Each art lesson idea (5 for each art topic) is comprised of a 1-2 paragraph description and should also contain credit from any external source used as a point of departure for your art lesson ideas.

- > Create 5 art lesson ideas using **Observation**
- > Create 5 art lesson ideas using **Imagination**
- > Create 5 art lesson ideas using **Personal Imagery**
- > Create 5 art lesson ideas supporting **Local, National or Global Events** (human-made or natural)

Assignment #2: 10% Exploration of Art Education Resources for Secondary Art Education Ideas

To Be Done Outside of Class

RIPTS 2,3,4,10 FSEHD Conceptual Framework: Knowledge, Pedagogy

2.1 You will investigate secondary art education resources outside of class that may provide ideas for teaching art to secondary students. Select **6 resources** of interest to you: **2 journals, 2 book excerpts, and 2 web articles**. Each review will be 2 paragraphs, single-spaced on one sheet of paper per review. Write a review for each resource you select. Reviews should include a **description of key ideas and a thoughtful response**. These reviews are to be based on 5 published or Internet resources. Note reference information. Annotations are required to be written for all articles or resources, including the volume number and issue number of the journal/magazine in which it appears. Some resource ideas include:

Some resource ideas include:

- > Art Education books (provide table of contents and a few pages of particular interest)
- > Art Education journals and magazines, such as *Art Education, Studies in Art Education, SchoolArts*
- > Internet websites. (Use Internet resources as a point of departure for your own ideas. Always create your own lessons).
- > Periodicals that pertain to the subject, but that may be outside the realm of art

2.2 The second part of this assignment is for you to gather a variety of excerpts from articles, Internet resources, exemplar works of art, or other sources that inspire your thinking towards the teaching of art lessons. For each resource, please write a brief description of your idea and annotate the source.

2. Secondary Art Practicum Field Performance 30%

Assignment # 3: 30%

This is your on-site Secondary Art Practicum Performance. You will spend a **minimum total of 25 hours** at your assigned practicum site during weekly, regularly-scheduled 2-3 hour time blocks on Thursdays, or on a day and time agreed upon by the assigned practicum teacher. During this time you will observe, interact with students and other teachers, investigate the site, and record art teacher responsibilities. **You must teach a minimum of two lessons.** Evaluation is made by the college instructor based on feedback from the practicum teacher and also is based on your documented involvement and efforts. This includes:

- > Practicum teacher's evaluation of student performance
- > Verification Sheet of Student Participation

RIPTS 5,6,8,9,11 FSEHD Conceptual Framework: Knowledge, Pedagogy, Diversity

3. Secondary Art Practicum Portfolio 50%

You will develop a portfolio of secondary art curriculum materials, maintain documentation of your Practicum Teaching, and thoughtfully organize your Observation Reflections.

Assignment # 4: Development of Secondary Art Curriculum Materials

RIPTS 2,3,4,5 FSEHD Conceptual Framework: Knowledge, Pedagogy, Diversity

4.1 Development and Teaching of Secondary Art Lesson Plans

You will write two Lesson Plans, related to any of the four Topics presented above (Observation, Imagination, Memory, and National & Global Events). Each Lesson Plan will be accompanied by 2-3 high quality color visuals of exemplar artworks explored in the lesson. The lessons must use a component of technology.

You will include an art response activity in addition to the main studio art learning activity. You will introduce these lessons to our class and fully teach the lessons to students at their practicum site, documenting your teaching and student learning outcomes in your Secondary Practicum Portfolio.

****Please note: Graduate students** are required to submit an additional secondary lesson plan, for a total of three, related to one of the four topics.

4.2 Secondary Mini Teacher Candidate Work Sample

You are required to select one of the art lesson plans submitted and place it in a learning sequence with at least two other related lesson plan ideas. (Please see handout). This should be professionally presented, including a minimum of 5 color visuals of exemplary artworks to support the lessons comprising the Unit. This Unit overview will be submitted in the portfolio.

Assignment #5: Documentation of Practicum Teaching

RIPTS 9 FSEHD Conceptual Framework: Professionalism

You are required to document your on-site teaching of the two lessons developed in this course. The documentation for each lesson includes the following:

- Typed lesson plans and earlier drafts
- Color visuals of exemplary artwork used to support the lesson
- Photographs of in-process teaching and learning

- Sample images of student artwork (Preliminary or in-process artwork as well as samples of completed artwork.
- Samples of students' written work (if applicable)
- Samples of assessments made for student artwork and learning

Assignment #6: Reflections

RIPTS 9, 10, 11 FSEHD Conceptual Framework: Professionalism

6.1 Context of Practicum Teaching Report

You will complete a "Portrait of a School and Its Art Program" context of teaching report that notes the context and description of your secondary practicum site and your reflections about what they report. Follow report guidelines that you will be provided. Reports are typically 4 single-spaced typed pages plus attachments.

6.2 Practicum Observation Reflections

To help you in the processing of practicum experiences and to help prepare you for student teaching, you are required to submit a number of Practicum Observation Reflections (each is to be 1-page, typed, single-spaced) on assigned topics. Please note: Your observations are recursive in nature, meaning that you will continually observe and may reflect on these topics throughout your Practicum even though they may not be the "lens" highlighted on a given day.

The assigned topics are as follows:

1. Developmental and Artistic Characteristics of Children
How can I make my secondary art teaching developmentally appropriate and meaningful?
2. Classroom Management and Organization
How can I organize and manage my secondary art teaching and classes to create a positive, productive art learning environment for my students?
3. Assessment and Evaluation of Student Learning
How can I use assessment and evaluation to strengthen student learning and my secondary art teaching?
4. Strategies for Engaging Young People in Talking and Writing about Art
How can I engage students in verbally responding to art in my secondary art teaching?
5. Students with Special Needs and Ways to Modify Art Lessons and Teaching
How can I make accommodations for students with special needs in my secondary art teaching?

6.3 Reflections on Your Practicum Teaching

For each of the two lessons taught write a one-page, typed, single-spaced reflection of your teaching. It should highlight the successes of the lesson together with suggestions as to what you might consider doing differently if you were to teach the lesson again.

6.4 Summary Reflection

Write a three-page, typed, double-spaced paper to present a brief reflection concerning ideas and insights for teaching art at the secondary level. Your summary reflection is to include discussion of the following topics. Use these as headings in your paper:

- Philosophical Approaches to Art Education
- Most Significant Ideas and Insights Gained in ARTE 404/504
- Favorite Art Topics to focus on in your future art teaching.
- A Plan for My Further Professional Development

Grades are based on the percentage allocated to each course requirement as indicated above. Both conceptually strong content and professional presentation are expected. Your percentage total for course requirements will determine your grade as follows:

PASSING GRADES

- A 95 - 100%
- A- 90 - 94%
- B+ 87 - 89%
- B 84 - 86%

DOES NOT MEET PROGRAM REQUIREMENTS

- B- 80 - 83%
- C+ 77 - 79%
- C 74 - 76%
- C- 70 - 73%
- D 64 - 66%
- F Below 60%

RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

**RIC DEPARTMENT OF ART EDUCATION
ARTE 404/504 COURSE REQUIREMENTS SUMMARY PAGE CHECKLIST**

Page 1 of 2

1. SECONDARY ART CURRICULUM BINDER OF IDEAS 20%

Assignment #1: Exploration of Art Topics, Ideas and Media for Secondary Art Education 10%

1.1

- Art Assignment 1 Personal Expression: The Color of Hope
- Art Assignment 2 Personal Meaning Making: Mandala / Written Reflection
- Art Assignment 3 Learning to See: Observational Drawing / Written Reflection

1.2

- 5 art lesson ideas OBSERVATION
- 5 art lesson ideas IMAGINATION
- 5 art lesson ideas PERSONAL IMAGERY
- 5 art lesson ideas LOCAL, NATIONAL OR GLOBAL EVENTS

2. Exploration of Art Education Resources for Secondary Art Education Ideas 10%

- 1 review of secondary art education journal / magazine
- 1 review of secondary art education journal / magazine
- 1 review of secondary art education book excerpt
- 1 review of secondary art education book excerpt
- 1 review of secondary art education website
- 1 review of secondary art education website

3. SECONDARY ART PRACTICUM FIELD PERFORMANCE 30%

- You will spend a minimum total of 25 hours at your assigned practicum site
- You must teach a minimum of two lessons.

4. SECONDARY ART PRACTICUM PORTFOLIO 40%

Assignment # 4: Development of Secondary Art Curriculum Materials

4.1 Development and Teaching of Secondary Art Lesson Plans

- Lesson Plan
- Lesson Plan
- (Graduate Student) Lesson Plan

4.2 Secondary Mini Teacher Candidate Work Sample

- Art Lesson Placed in a Sequence of Learning

**RIC DEPARTMENT OF ART EDUCATION
ARTE 404/504 COURSE REQUIREMENTS SUMMARY PAGE CHECKLIST**

Assignment #5: Documentation of Practicum Teaching

- Lesson Plan and earlier drafts
- Color visuals
- Photographs of in-process teaching and learning
- Student artwork samples
- Student written work (if applicable)
- Samples of assessments made

Assignment #6: Reflections

6.1 Context of Practicum Teaching Report

6.2 Practicum Observation Reflections

- 1 Developmental and Artistic Characteristics of Children
- 2 Classroom Management and Organization
- 3 Strategies for Engaging Young People in Talking & Writing about Art
- 4 Assessment and Evaluation of Student Learning
- 5 Students with Special Needs and Ways to Modify Art Lessons and Teaching

6.3 Reflections on Your Practicum Teaching

6.4 Summary Reflection

2. COURSE CALENDAR (This schedule is subject to change; please check for updates).

<i>Day/week</i>	<i>Class topic</i>	<i>Objectives, Literature, Preparation</i>	<i>Assignments Due This Class</i>
Class 1	Welcome & Course Description Practicum Overview: Expectations, Criminal Background Check, Placements, Professional Behavior Art Assignment 1.1 #1 Personal Imagery: Hope	Note: Readings will be assigned in class	
Class 2	> Art Assignment 1.1 #2 Personal Imagery: Mandala > Teaching environments and building community > Philosophies of Art Education for Secondary Teaching	Learning Objectives 6, 11,12,13,14 >Read NVAS and RI GSE's online	>Bring journal, art supplies, old magazines, and optional photos. >Purchase binder, page protectors and texts. >Typed written reflection due of artwork #1.
Class 3	> Art Assignment 1.1 #3 Inquiry-based: Observation > 5 Lesson Ideas: Observation. In class > APA Guidelines Overview	Learning Objectives 1, 6, 11,12,13,14 Link to RIC APA Guidelines Page: http://www.ric.edu/writingcenter/sResources_apa.php Bring laptop if desired.	>5 typed lesson ideas due: Personal Imagery. Assignment #1.2 >Typed written reflection due of artwork #2.
Class 4	> Assignment 1.2 Local, National, Global Events. In class. > Discuss interdisciplinary and collaborative learning	Learning Objectives 4, 6, 8, 11,12,13,14 > Literature: Cushman, Hetland Bring laptop if desired.	>5 typed lesson ideas due: Observation. Assignment #1.2. >5 typed lesson ideas due: Imagination. Assignment #1.2. >Typed written reflection due of artwork #3.
Class 5	Meet at RIC James P. Adams Library / circulation desk area > Assignment #2. Six art education resources >Discussion of use of technology	Learning Objectives 4, 5, 6, 9, 13 Bring notebook/journal. Bring laptop if desired. Literature: Cushman, Hetland.	>Assignment #1.2. Final revised set of 20 lesson plan ideas due. >Digital images and typed reflections of 3 art assignments
Class 6	School Practicum Site Visit #1 2.5 hours minimum Note: 25 hours total, minimum requirement for Practicum	Learning Objectives 3, 7 Main Focus of Observation: Developmental and Artistic Characteristics of Adolescents	
Class 7	>Designing Lesson Plans for Secondary Students. Lecture and in-class work. >Goals, objectives, assessments	Learning Objectives 1, 4, 11, 12, 14 Bring laptop if desired. Literature: Cushman, Hetland.	> Assignment #2 Due, typed. Follow APA Guidelines. > Typed Observation Reflection #1 due.
Class 8	School Practicum Site Visit #2 2.5 hours minimum	Learning Objectives 3, 7, 15 Main Focus of Observation: Classroom Management and Org.	
Class 9	>Practicum Observation Discussion >Designing Lesson Plans for Secondary Students. Lecture and in-class work. Assignment 4.1	Learning Objectives 1, 4, 11, 12, 14 (Public School Vacation Week)	> Typed Observation Reflection #2 due.

Class 10	> Lesson Plan 1 Design. Assignment 4.1	Learning Objectives 1, 4, 11, 12, 14 (Public School Vacation Week)	>Bring draft of lesson plan
Class 11	School Practicum Site Visit #3 2.5 hours minimum > Discuss lesson idea #1 with art teacher	Learning Objectives 1, 3, 4, 10, 16 >Main Focus of Observation: Strategies for Engaging Students in Artwork	
Class 12	School Practicum Site Visit #4 Visit 2.5 hours minimum	Learning Objectives 1, 3, 4, 6, 10, 12, 14 >Main Focus of Observation: Assessment and Evaluation of Student Learning	
Class 13	>Finalize writing of Lesson Plan 1 >Idea for Lesson Plan 2 discussion	Learning Objectives 1, 3,4,5,6, 8,9,11,14	> Typed Observation Reflection #3 due. > Typed Observation Reflection #4 due.
Class 14	School Practicum Site Visit #5 2.5 hours minimum > Refine Lesson # 1 idea with art teacher > Discuss Lesson#2 idea with art teacher	Learning Objectives 1, 2, 3, 6, 7, 8,10, 11, 12, 13, 14,15	>Completed Lesson Plan 1 Due
	Spring Break		
	Spring Break		
Class 15	> Preparing to teach lesson 1; discussion / lecture > Begin writing lesson 2	Learning Objectives 1, 3,4,5,6, 8,9,11,14	> Typed Observation Reflection #5 due.
Class 16	School Practicum Site Visit #6 Teach Lesson #1	Learning Objectives 1, 2, 3, 6, 7, 8,10, 11, 12, 13, 14,15	>Be prepared to teach Lesson #1
Class 17	>Discussion of Lesson 1 > Write Lesson #2		>First draft of lesson2 due
Class 18	School Practicum Site Visit # 7 Teach Lesson #1	Learning Objectives 1, 2, 3, 6, 7, 8,10, 11, 12, 13, 14,15	>Completed Lesson #2 due (E-mail)
Class 19	>Discussion of Lesson 1 >Discussion of Lesson 2 >Teacher Candidate Mini Work Sample, Assignment # 4.2	Learning Objectives 1, 3,4,5,8,9,11,14,17	> Assignment 6.3 Reflection of Lesson #1 Due
Class 20	School Practicum Site Visit #8 Teach Lesson #2	Learning Objectives 1, 2, 3, 6, 7, 8,10, 11, 12, 13, 14,15	>Continue work of TCMWS Draft
Class 21	School Practicum Site Visit #9 Teach Lesson #2	Learning Objectives 1, 2, 3, 6, 7, 8,10, 11, 12, 13, 14,15	>Continue work of TCMWS Draft
Class 22	School Practicum Site Visit #10; Teach Lesson #2	Learning Objectives 1, 2, 3, 6, 7, 8,10, 11, 12, 13, 14,15	>Continue work of TCMWS Draft >Lesson #3 due (504 only)
Class 23	>Teacher Candidate Mini Work Sample, Assignment # 4.2 In-class work	(Public School Vacation Week) Bring laptop if desired Learning Objectives 1, 3,4,5,8,9,11,14,17	> Assignment 6.3 Reflection of Lesson #2 Due >Draft of TCMWS due
Class 24	>Teacher Candidate Mini Work Sample, Assignment # 4.2	(Public School Vacation Week) Learning Objectives	>Revised draft of TCMWS

	In-class work	1, 3,4,5,8,9,11,14,17 Bring laptop if desired	due
Class 25	> Documentation of Practicum teaching. Assignment #5.	>Bring laptop if desired. >Bring elements of Practicum Documentation to assemble.	>Teacher Candidate Mini Work Sample Due Assignment # 4.2
Class 26	School Practicum Site Visit #11; Context of Practicum Report	Learning Objectives 7, 16, 17	
Class 27	>Discussion TCMWS >Presentation of Completed Course Binder. Assignment #1.	Learning Objectives 1, 3,4,5,8,9,11,14,17	>Course Binder Due >Context of Practicum Report Due
Class 28	School Practicum Site Visit #12; Conclusion	Learning Objectives 3,12,16,17	Learning Objectives 1, 3,4,5,8,9,11,14,17
Exam Week	Celebratory presentation of Documentation of Practicum Teaching. Assignment #5. Include all written reflections of Practicum. Assignment #6.	Learning Objectives 3,6,16,17	>Documentation of Practicum Teaching Due. Assignment #5. >Include all written reflections, Assignment #6.

RHODE ISLAND PROFESSIONAL TEACHING STANDARDS

RIPTS Standard 1: Teachers create learning experience using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.

RIPTS Standard 2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.

RIPTS Standard 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

RIPTS Standard 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

RIPTS Standard 5: Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.

RIPTS Standard 6: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self- motivation.

RIPTS Standard 7: Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning, and student achievement.

RIPTS Standard 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

RIPTS Standard 9: Teachers use formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

RIPTS Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

RIPTS Standard 11: Teachers maintain professional standards guided by legal and ethical principles.

NATIONAL VISUAL ARTS STANDARDS

NVAS Content Standard #1: Understanding and applying media, techniques, and processes

NVAS Content Standard #2: Using knowledge of structures and functions of visual art to communicate ideas

NVAS Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas to communicate meaning

NVAS Content Standard #4: Understanding the visual arts in relation to history and cultures

NVAS Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

NVAS Content Standard #6: Making connections between visual arts and other disciplines

FSEHD Conceptual Framework:

Content Knowledge: Teachers must possess a deep, multidimensional content literacy that is built upon, but goes beyond conceptual and procedural knowledge in the content area. It includes understanding of the philosophical, social, and historical dimensions of the discipline, of connections within and between disciplines, and of complex connections between disciplinary knowledge, societies, and individuals. It also requires the development of conceptual and procedural knowledge of a discipline – its principles, structures, tools and values.

Content Pedagogy: Teachers must possess an expertise – a conditional knowledge – that flexibly uses knowledge of both the content and of teaching and learning models to construct effective teaching and learning environments for all students that lead to learning of the concepts, principles, procedures, applications, and values of a discipline.

Professionalism: Three areas of professionalism are addressed: professional ethics, collaboration and advocacy, and professional development. Reflective practitioners uphold and advance a professional ethic rooted in values of justice, respect, and caring; work cooperatively and proactively to promote these values on behalf of the people they serve; and attend to their own personal growth and the growth of the profession throughout their careers.

Diversity: The FSEHD focuses primarily on two broad domains of study and practice in the area of human diversity as it pertains to education: (1) cultural diversity and multicultural education, and (2) special needs and inclusion.

RIC Academic Dishonesty Policy

3.9.1 Academic Dishonesty* *(As amended by the Council of Rhode Island College – 11/07/08)*

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

- i.* Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
- ii.* Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
- iii.* Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be

acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p.39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

(b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported. Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards.

The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty. A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- i. A low or failing grade on the assignment in which the offense occurred.
- ii. An additional assignment.
- iii. Reduction of the final grade up to and including failure.
- iv. Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

(c) Vice President for Academic Affairs Role

The Vice President for Academic Affairs shall maintain a file of any and all reports of academic dishonesty. At the discretion of the Vice President for Academic Affairs and depending upon the severity of the infraction, the student may be informed in writing about possible consequences of further infractions.

In the case of multiple infractions, the Vice President for Academic Affairs will refer the student's name to the Board of College Discipline for review and possible action.

d) Board of College Discipline role

The Board of College Discipline shall consider cases referred to it by a faculty member or the Vice President for Academic Affairs, and has the option to recommend any of the penalties ranging from those available to the faculty member to placing the student on academic probation or expelling the student from the College.

- i.* Appeal - Any student accused of academic dishonesty may appeal action taken by the instructor in a case to the Board of College Discipline.
- ii.* Appeals Procedure
 - Appeals or referrals to the Board will follow the standard procedure of the Board.
 - The Board shall inform the student, the faculty member, and Vice President for Academic Affairs of its decision.
 - A record of the cases concerning academic dishonesty will be kept in the Office of the Vice President for Academic Affairs.
 - A student may appeal the decision of the Board of College Discipline (concerning academic dishonesty) to the Vice President of Academic Affairs. Appeals may be considered on the basis of new information or procedural errors.

* Rhode Island College Handbook of Policies, Practices, and Regulations. (2010, Spring). Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.

Students with Disabilities: Request for Reasonable Accommodations (<http://www.ric.edu/disabilityservices/faq.php>)

Once accepted to the College, students with disabilities who want to request reasonable accommodations MUST contact and make an appointment with the Disability Services Office. The process of registering as a student with a disability includes three elements in order to be considered complete:

- Students are required to make an appointment to meet with the Office of Disability Services, Craig Lee, Room 127, 456-8061.
- Students should bring to this appointment, documentation of the disability from a qualified licensed professional. (See [Disability Verification Documentation](#).)
- A Release of Information form must be signed by the student allowing the Disability Services Office to verify registration and eligibility for accommodations.

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Wachowijak, R. & Clements, R.D. (2001). *Emphasis art: A qualitative art program for elementary and middle schools (7th edition)*. New York: Longman. [ISBN: 0-321-02351-X]

Recommended Periodicals:

Art Education (The journal of the National Art Education Association which is sent to all members)

SchoolArts Magazine, Davis Publications

Studies in Art Education (The research journal of the National Art Education Association).

Internet Sites:

Advanced Placement Studio Art
http://www.collegeboard.com/student/testing/ap/sub_studioart.html

Americans for the Arts
<http://www.artsusa.org/>

Art and Creative Materials Institute (ACMI)
<http://www.acminet.org/>

Art:21
<http://www.pbs.org/art21/>

ArtsEdge
<http://artsedge.kennedy-center.org/>

Art Where You Are: Your Home for Holistic Art Education (by Dr. Freyermuth)
<http://www.artwhereyouare.com>

Eric Carle Museum of Picture Book Art
<http://www.carlemuseum.org/>

Boston Museum of Fine Arts (MFA)
<http://www.mfa.org/>

National Art Education Association (NAEA)
<http://www.naea-reston.org/>

National Endowment for the Arts
<http://www.nea.gov/>

National Gallery of Art
<http://www.nga.gov/>

National Museum of Women in the Arts
<http://nmwa.org/>

Metropolitan Museum of Art (The Met)
<http://www.metmuseum.org/>

Museum of Modern Art (MOMA)
<http://www.moma.org/>

Paths of Learning (Holistic Education)
<http://www.pathsoflearning.net/>

Rhode Island Art Education Association (RIAEA)
<http://www.ri.net/RIAEA/>

Rhode Island Department of Elementary and Secondary Education
<http://www.ride.ri.gov/>

Rhode Island School of Design Museum
<http://www.risdmuseum.org/>

The Wonder Full Teacher Project (coming soon. By Peter London & Virginia Freyermuth) <http://www.wonderfullteacher.com/>

Virginia Freyermuth Fine Art (Dr. Freyermuth's Studio Website)
<http://www.virginiafreyermuth.com>

VSA Art Rhode Island (special education)
<http://vsartsri.org/>