

## AE 4265 STUDENT TEACHING:SECONDARY

Credits: 6

Field experience hours: 300 clock hours in a public or private secondary school setting. This is an extended field experience practicum and mentorship completed during the final term of the AE program. The student teacher spends eight weeks in a secondary school setting. The student teacher is observed, guided, and coached by a cooperating teacher in the accredited public or private school and a supervising teacher from the college. The cooperating teacher has a minimum of three year's experience in teaching art. Responsibility for taking over the teaching by the RMCAD student teacher is gradually increased, allowing growth in a safe, supervised environment. The student teacher keeps a reflective journal and learning portfolio as an assessment instrument and a future resource. Feedback is consistently given and documented.

Prerequisites: AE 3264 - Methods of Art Education, K-12 Part II

Corequisites: AE 4933 - Student Teaching Seminar Part I or AE 4934 - Student Teaching Seminar Part II.

Notes: A summative evaluation of the student teacher's performance establishes proficiencies, which are translated into a Pass/ Fail grade. AE 4933 - Student Teaching Seminar Part I or AE 4934 - Student Teaching Seminar Part II is taken concurrently. (Formerly AE 4260)

Course Learning Outcomes:	Exceeding	Meeting	Developing	Not meeting	AE Program Outcomes	RMCAD Institutional Outcomes	CDE TQS	CDE VA	CDE EL
Students demonstrate confidence in the content they are teaching in their Student Teacher Placement.	Demonstrates an above average ability to make choices and create change. The Arts Educator shows growth through adapting their teaching for the benefit of all learners.	Demonstrates an entry-level ability to make choices and create change. The Arts Educator is reflective in adapting their teaching for the benefit of all learners.	Demonstrates an incorporation of Artistic Agency, though does not meet standard expectations. The Arts Educator needs further development in their ability to make choices and create change.	No Acceptable Evidence of Artistic Agency.	AE2	Cultural Competence Critical Thinking	5.02, 5.02(1) 5.02(2) 5.02(3)	4.04(4) (a) (b)(c)(d)	5.12 (1)(2)
Students design tools and techniques to establish a safe, inclusive and respectful K-12 learning environment for a diverse population of students.	Demonstrates an above average ability to promote Inquiry and deeper understanding in learning through Arts-Based Research. The Arts Educator shows growth in mastery of and pedagogical expertise in the content they teach.	Demonstrates an entry-level ability to promote Inquiry and deeper understanding in learning through Arts-Based Research. The Arts Educator is reflective in understanding mastery of and pedagogical expertise in the content they teach.	Demonstrates an incorporation of Arts-Based Research, though does not meet standard expectations. The Arts Educator needs further development in the pedagogical understandings of Arts Education.	No Acceptable Evidence of Inquiry through Arts Based Research.	AE1	Design Competence	5.01, 5.01(1) 5.01(2) 5.01(3) 5.03, 5.03(1)	4.04(5) (a) (b) 4.04(7)	5.14 (1)(2)
Students design and deliver effective instruction, while supporting an environment that facilitates learning for K-12 students at their Student Teaching Placement.	Demonstrates an above average ability to build from and engage with the learning process. The Arts Educator shows growth in their ability to plan and deliver effective instruction and create an environment that facilitates learning for their students.	Demonstrates an entry-level ability to build from and engage with the learning process. The Arts Educator is reflective in their ability to plan and deliver effective instruction and create an environment that facilitates learning for their students.	Demonstrates an incorporation of Instructional Practices, though does not meet standard expectations. The Arts Educator needs further development in their ability to actively construct learning.	No Acceptable Evidence of Instructional Practices.	AE3	Communication Competence Design Competence	5.01, 5.01(2) 5.02, 5.02(3) 5.03, 5.03(1) 5.03(3)	4.04(1) (a) (b)(c) 4.04(3) (a)(i)(ii) 4.04(6)	4.2(B) 5.15 (1)(A)
Students model professionalism through ethical conduct, reflection, and leadership at their Student Teacher Placement.	Demonstrates above average professionalism. The Arts Educator shows growth in their ethical conduct and reflection.	Demonstrates entry-level professionalism. The Arts Educator is reflective in their ethical conduct and reflection.	Professional practices do not meet standard expectations. The Arts Educator needs further development in their professional practice.	No Acceptable Evidence of Professional Practices.	AE7	Cultural Competence Critical Thinking	5.04, 5.04(1) 5.04(2) 5.04(3) 5.04(4)	4.04(8)	5.12 (2)

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Students examine the dual role of Artist + Educator and how they connect to their own practice.	Demonstrates an above average ability to employ artistic praxis in teaching and creating works of visual art. The Arts Educator shows growth in their learning by making art.	Demonstrates an entry-level ability to employ artistic praxis in teaching and creating works of visual art. The Arts Educator is reflective in their learning by making art.	Demonstrates an incorporation of Artistic Praxis in teaching and creating works of visual art. The Arts Educator needs further development in their learning by making art.	No Acceptable Evidence of Artistic Praxis.	AE5	Design Competence	5.01, 5.01(3) 5.03, 5.03(6)	4.04(2) (a) (b)(c) 4.04 (3) (a)(i)(ii)	5.13 (1)(A)
Students create art lessons that guide K-12 students to: (a) find historical meaning in works of art, (b) recognizing personal connections in works of art, and (c) engage in critical thinking in works of art. Students create art lessons that include but are not limited to language used to examine the processes in works of art and problem solving techniques.	Demonstrates an above average ability to build from and engage with the learning process. The Arts Educator shows growth in their ability to plan and deliver effective instruction and create an environment that facilitates learning for their students.	Demonstrates an entry-level ability to build from and engage with the learning process. The Arts Educator is reflective in their ability to plan and deliver effective instruction and create an environment that facilitates learning for their students.	Demonstrates an incorporation of Instructional Practices, though does not meet standard expectations. The Arts Educator needs further development in their ability to actively construct learning.	No Acceptable Evidence of Instructional Practices.	AE3	Communication Competence Design Competence	5.01, 5.01(2) 5.02, 5.02(3) 5.03, 5.03(1) 5.03(3)	4.04(1) (a) (b)(c) 4.04 (3) (a)(i)(ii) 4.04(6)	4 (2)(B) 5.15 (1)(A)
Students create art lessons that address the preparation, research, safety, interrelationships, processes and materials applicable to areas of specialization in Visual Arts. Students create lessons that are developmentally age/grade appropriate.	Demonstrates an above average ability to build from and engage with the learning process. The Arts Educator shows growth in their ability to plan and deliver effective instruction and create an environment that facilitates learning for their students.	Demonstrates an entry-level ability to build from and engage with the learning process. The Arts Educator is reflective in their ability to plan and deliver effective instruction and create an environment that facilitates learning for their students.	Demonstrates an incorporation of Instructional Practices, though does not meet standard expectations. The Arts Educator needs further development in their ability to actively construct learning.	No Acceptable Evidence of Instructional Practices.	AE3	Communication Competence Design Competence	5.01, 5.01(2) 5.02, 5.02(3) 5.03, 5.03(1) 5.03(3)	4.04(1) (a) (b)(c) 4.04 (3) (a)(i)(ii) 4.04(6)	4 (2)(B) 5.15 (1)(A)
Students develop contemporary art lessons that emphasize: (a) the contributions of the arts to the development of civilization and culture. (b) the relationship of the arts to the culture/society in which they originated. (c) the influence of the arts on subsequent and current culture(s). (d) how the arts are an academic discipline that can relate, connect and transfer to a multitude of life experiences, subjects and disciplines such as math, science; reading, writing and communicating; and social studies.	Demonstrates an above average ability to create unique solutions by combining multiple ideas and influences in both teaching and learning. The Arts Educator shows growth in their creative thinking processes.	Demonstrates an entry-level average ability to create unique solutions by combining multiple ideas and influences in both teaching and learning. The Arts Educator is reflective in their creative thinking processes.	Demonstrates an incorporation of Creative Thinking in teaching and creating. The Arts Educator needs further development in their creative thinking processes.	No Acceptable Evidence of Synthesis/Creative Thinking.	AE6	Critical Thinking	5.03, 5.03(4), 5.03(5), 5.03 (6)	4.04(2) (a) (b)(c) 4.04 (5) (a)(b)	5.13 (1)(A) (2) (B)

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Course Learning Outcomes:	Exceeding	Meeting	Developing	Not meeting	AE Program Outcomes	RMCAD Institutional Outcomes	CDE TQS	CDE VA	CDE EL
Students develop appropriate critique processes to utilize in their Student Teaching Placement.	Demonstrates an above average ability to promote Inquiry and deeper understanding in learning through Arts-Based Research. The Arts Educator shows growth in mastery of and pedagogical expertise in the content they teach.	Demonstrates an entry-level ability to promote Inquiry and deeper understanding in learning through Arts-Based Research. The Arts Educator is reflective in understanding mastery of and pedagogical expertise in the content they teach.	Demonstrates an incorporation of Arts-Based Research, though does not meet standard expectations. The Arts Educator needs further development in the pedagogical understandings of Arts Education.	No Acceptable Evidence of Inquiry through Arts Based Research.	AE4	Design Competence	5.03, 5.03(2)	4.04(7), 4.04(8)	5.15 (2)(B)
Students follow motivation and encouragement techniques used in K-12 Art education classrooms to pursue appropriate forms of self-expression in visual and other arts.	Demonstrates an above average ability to build from and engage with the learning process. The Arts Educator shows growth in their ability to plan and deliver effective instruction and create an environment that facilitates learning for their students.	Demonstrates an entry-level ability to build from and engage with the learning process. The Arts Educator is reflective in their ability to plan and deliver effective instruction and create an environment that facilitates learning for their students.	Demonstrates an incorporation of Instructional Practices, though does not meet standard expectations. The Arts Educator needs further development in their ability to actively construct learning.	No Acceptable Evidence of Instructional Practices.	AE3	Communication Competence Design Competence	5.01, 5.01(2) 5.02, 5.02(3) 5.03, 5.03(1) 5.03(3)	4.04(1) (a) (b)(c) 4.04 (3) (a)(i)(ii) 4.04(6)	4 (2)(B) 5.15 (1)(A)
Students develop advanced K-12 instruction where appropriate.	Demonstrates an above average ability to build from and engage with the learning process. The Arts Educator shows growth in their ability to plan and deliver effective instruction and create an environment that facilitates learning for their students.	Demonstrates an entry-level ability to build from and engage with the learning process. The Arts Educator is reflective in their ability to plan and deliver effective instruction and create an environment that facilitates learning for their students.	Demonstrates an incorporation of Instructional Practices, though does not meet standard expectations. The Arts Educator needs further development in their ability to actively construct learning.	No Acceptable Evidence of Instructional Practices.	AE3	Communication Competence Design Competence	5.01, 5.01(2) 5.02, 5.02(3) 5.03, 5.03(1) 5.03(3)	4.04(1) (a) (b)(c) 4.04 (3) (a)(i)(ii) 4.04(6)	4 (2)(B) 5.15 (1)(A)

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Students reflect on assessment and its effectiveness in an art education environment.	Demonstrates an above average ability to promote Inquiry and deeper understanding in learning through Arts-Based Research. The Arts Educator shows growth in mastery of and pedagogical expertise in the content they teach.	Demonstrates an entry-level ability to promote Inquiry and deeper understanding in learning through Arts-Based Research. The Arts Educator is reflective in understanding mastery of and pedagogical expertise in the content they teach.	Demonstrates an incorporation of Arts-Based Research, though does not meet standard expectations. The Arts Educator needs further development in the pedagogical understandings of Arts Education.	No Acceptable Evidence of Inquiry through Arts Based Research.	AE4	Design Competence	5.03, 5.03(2)	4.04(7), 4.04(8)	5.15 (2)(B)
Students are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for Culturally and/or Linguistically Diverse (CLD) student populations.	Demonstrates an above average ability to create unique solutions by combining multiple ideas and influences in both teaching and learning. The Arts Educator shows growth in their creative thinking processes.	Demonstrates an entry-level average ability to create unique solutions by combining multiple ideas and influences in both teaching and learning. The Arts Educator is reflective in their creative thinking processes.	Demonstrates and incorporation of Creative Thinking in teaching and creating. The Arts Educator needs further development in their creative thinking processes.	No Acceptable Evidence of Synthesis/Creative Thinking.	AE6	Communication Competence	5.03, 5.03(4), 5.03(5), 5.03(6)	4.04(2) (a) (b)(c) 4.04(5) (a)(b)	5.13 (1)(A) (2)(B)