

CERTIFICATION PROGRAM GUIDE

Master of Arts in Teaching Visual Art



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Institute of Art is NASAD and NEASC accredited.*

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ART EDUCATION MISSION STATEMENT

The Art Education Program at the New Hampshire Institute of Art is dedicated to the professional and academic preparation of competent practitioners who are creative, open-minded resourceful, and who can facilitate in the artistic growth of all their students.

VALUES / PHILOSOPHY

Heavily emphasized studio competencies and professional dispositions underpin the pedagogical framework of the art educator curriculum. Knowing candidates as artists, thinkers, and problem solvers allow faculty to nurture the strengths and special gifts our candidates will provide to future generations of learners.

Since fine art has a place in every human being, graduates of our program will be prepared to educate and advocate the pertinence of the arts to their students, parents, colleagues, administrators, and leaders at large.

Coursework and fieldwork are designed to develop and apply artistry, critical thinking, research, problem-solving and professional communication skills. These capacities are critical in teaching, studio practices, professional relationships, and advocacy for the sustenance of art programs in education.

INTRODUCTION

The New Hampshire Institute of Art is proud to offer a graduate level program preparing future art educators. Upon completion of this Master's program candidates will earn K-12 art educator New Hampshire certification with reciprocity opportunities across the country. NEASC (New England Association of Schools and Colleges) and NASAD (National Association of Schools of Art and Design), regional and national accreditation organizations, acknowledge not only that the art educator preparation program meets high standards but is distinctive from other art educator preparation programs with dual accreditation. NHIA believes practicing artists make better art educators and places high priority on accepting applicants who are able to draw, provide evidence of expertise in at least one medium, and exhibit proficiencies and personal iconography using multiple media outside of their specialization, including digital media. Being an artist plays a critical role when developing and executing fine art curriculum, lesson plans, and establishing a creative, safe, constructive, and engaging classroom.

The Board of Trustees, administration, faculty, and staff remain committed to providing exceptional fine arts educational programs to the whole of the community. The ability to provide a graduate program that nurtures professional, creative, and committed artist educators is an extension of this commitment. The Master of Arts in Teaching program (with K-12 NH Certification) at the New Hampshire Institute of Art recognizes and nurtures the reality that art educators are the most powerful influence for art to have a place in everyone's life regardless of race, gender, geography, or socioeconomic status.

Art Educators have faced many unique challenges in the classroom for decades, most notably facilitating the idea that there will always be more than one correct solution in art. As the nation moves toward Common Core Standards and requires educators to change many of their pedagogical practices to nurture critical thinking and authentic assessments, art educators stand self-assured as these "new" practices have been at the core of their training as artists and educators. Art specialists must orchestrate a multitude of learning opportunities derived from individual expression, interpretation, and creation while providing a place for individualism to exist within a larger whole – the classroom. All the while, they must correlate the understanding of art and its purposes in society of past and present while teaching methodologies to influence imaginative and skilled visual imagery that will impact the future. Such skills make teaching this subject an art in itself.

We consider it an honor to aid in the preparation of future art educators and look forward to sharing this journey with our candidates. And the journey does not end after completion of this program. We care about the professional journey of our candidates and strive to offer a “home” where our future art educators may question, lead, think critically, and create throughout their career.

Suzanne Canali
Art Education, Chairperson
Master of Arts in Teaching, Director New
Hampshire Institute of Art

BFA Dual Degree Student Candidate Definition:

Students currently enrolled in the NHIA BFA (Bachelor of Fine Arts) program expressing an interest in, and have been accepted into a dual degree focus (BFA & MA in Art Ed). Students may earn NH State Certification during a fifth year.

Students enrolled in the program while earning their BFA are able to complete the Master of Arts with CERTIFICATION in as little as two additional semesters.

MAT/ Certification Student Candidate Definition:

Students who have earned a BFA degree and have been accepted into the Master of Arts with Certification program.

BECOMING A CANDIDATE

Given that a student applying to, or accepted in any phase of becoming an art educator is contingent upon meeting certain requirements and benchmarks, participants (students) are called CANDIDATES throughout the program.

All applicants will be informed of acceptance decisions in writing and will sign a acceptance clause of responsibility for all rules, regulations and processes of the Art Educator Preparation Program as stated in the Art Educator Preparation, Graduate , and if applicable, BFA handbooks. Applicants who are not accepted into the program have the right to appeal, following the New Hampshire Institute of Art's appeal process as stated in the student handbook.

<p>Gate 1: DUAL DEGREE Application</p> <ul style="list-style-type: none"> • Application re-evaluation of materials through Slideroom® managed by NHIA’s Admissions office and the art education program director. • 3 letters of recommendation speaking to the dispositions and skills necessary for teachers from NHIA Faculty or colleagues • Initial Portfolio Set up (Ed.612.01a) in Pathbrite® • An Artist Statement /Statement of Purpose • Transcripts/ GPA 3.0 or higher (indicates passing competencies) • Passing PRAXIS Core scores • Passing Criminal Background Check documentation <p>Gate 2 Candidate Assessments every semester</p> <ul style="list-style-type: none"> • 3.0 cumulative GPA Meeting Competency (Pass) MAE courses • favorable faculty disposition evaluations • Portfolio Reviews every spring • Professionalism surveys by Ed faculty • 110 hours of supervised early fieldwork: <i>Candidates complete early fieldwork through courses and partnering schools</i> <p>Gate 3 Assessment - Entry to Culminating Year</p> <ul style="list-style-type: none"> • Written statement • Artist portfolio meeting NH standards (ed612.01) • Artist statement • 3 final disposition evaluations (NHIA faculty outside art ed) • final review of all professional assessments by Ed faculty • Praxis II: Art Content Knowledge • Cooperating School Agreements • Exit interview - become an MAT student <p>Gate 4 Culminating Year</p> <ul style="list-style-type: none"> • Elementary and Secondary Placements (semester for each) • Seminars • TCAP Assessment • Professional Portfolio • Pass all competencies in final summative evaluation at each placement • Final review of standards-met report Task Stream® <p>Gate 5 Recommendation to NH State DOE for Certification</p> <ul style="list-style-type: none"> • Verification of Pass / 3.0 or higher GPA and/or meeting or exceeding all competencies • Meeting all competencies on final evaluation • Receiving positive recommendations by cooperating teacher and supervisor • Online recommendation by the certification officer to the Department of Education • \$130 certification fee – candidate pays D.O.E. online • Exit agreement 	<p>Gate 1: MAT Application:</p> <ul style="list-style-type: none"> • Application online • 3 endorsement forms speaking to the dispositions and skills necessary for teachers • Interview • Transcript inventory Ed609 and 3.0 GPA • Complete Portfolio- meeting all NH state standards (ed612.01) submitted via Slideroom® • PRAXIS Core or equivalent • PRAXIS II (test # 5134) <p>Gate 2 Candidate Assessments every semester</p> <ul style="list-style-type: none"> • 3.0 cumulative GPA Meeting Competency (Pass) MAE courses • favorable NHIA faculty disposition evaluations • Professionalism surveys by Ed faculty • 110 hours of supervised early fieldwork: <i>Candidates complete early fieldwork through courses and partnering schools</i> <i>MAT candidates may take AED210, a 3- credit course, for elementary hours or complete elementary hours individually with the fieldwork coordinator.</i> <p>Gate 3 Assessment - Entry to Culminating Year</p> <ul style="list-style-type: none"> • Written statement • Review artist portfolio meeting NH standards (ed612.01) check for improvements or recommendations at time of acceptance • Artist statement • 3 final disposition evaluations (NHIA faculty outside art ed) • final review of all professional assessments by Ed faculty • Cooperating School Agreements • Exit interview <p>Gate 4 Culminating Year</p> <ul style="list-style-type: none"> • Elementary and Secondary Placements (semester for each) • Seminars • TCAP Assessment • Professional Portfolio • Pass all competencies in final summative evaluation at each placement • Final review of standards-met report Task Stream® <p>Gate 5 Recommendation to NH State DOE for Certification</p> <ul style="list-style-type: none"> • Verification of Pass / 3.0 or higher GPA and/or meeting or exceeding all competencies • Meeting all competencies on final evaluation • Receiving positive recommendations by cooperating teacher and supervisor • Online recommendation by the certification officer to the Department of Education • \$130 certification fee – candidate pays D.O.E. online • Exit agreement 	<p>Gate 6: Post – Completion</p> <ul style="list-style-type: none"> • Completers and employers are surveyed for the first three years of employment
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CRIMINAL BACKGROUND CHECK

All Dual Degree and MAT students will complete fingerprinting and background checks through a LiveScan partnership with SNHU. This service may come with a charge of \$35.00. Fingerprint and Background Check Policy for Dual Degree and MAT candidates. NHIA's official policy states:

NHIA has a legal and ethical responsibility to ensure all that candidates from our programs which culminate in fieldwork placements in K-12 schools are safe to be around children. Therefore, NHIA educator candidates must meet the state of New Hampshire and NHIA criminal background and fingerprint check pursuant to RSA 189:13-a1, to remain a qualified candidate for educator certification.

All candidates to programs that have a fieldwork placement component must submit to a criminal history records check via a fingerprint check as a pre-requisite for admission to the program. Results of each individual criminal background check will be reviewed by the administration and subjected to the parameters of NHIA's criminal background check policy as set forth below.

Candidates will be automatically disqualified from the program if he or she has been convicted of any felony, or has been convicted of, or has been arrested for and is awaiting trial, for any of the crimes enumerated in Section V of RSA 189:13-a2, which are provided below: Pursuant to RSA 189 below, all candidates must have a criminal background check upon enrollment into the Art Educator Preparation Program—and shall be in effect as long as the candidate remains enrolled in the program. Some school districts will not accept criminal background checks if they are not completed through their SAU.

- RSA 630:1—Capitol Murder
- RSA 630:1-a—First Degree Murder
- RSA 630:1-b—Second Degree Murder
- RSA 630:2—Manslaughter
- RSA 632-A:2—Aggravated Felonious Sexual Assault
- RSA 632-A:3—Felonious Sexual Assault
- RSA 632-A:4—Sexual Assault
- RSA 633:1—Kidnapping
- RSA 639:2—Incest
- RSA 639:3—Endangering the Welfare of Child or Incompetent
- RSA 645:1, II or III—Indecent Exposure and Lewdness
- RSA 645:2—Prostitution and Related Offenses
- RSA 649-A:3—Child Pornography
- RSA 649-A:3-a—Possession of Child Sexual Abuse Images
- RSA 649-A:3-b—Possession of Child Sexual Abuse Images
- RSA 649-B:3—Computer Pornography and Child Exploitation Prevention
- RSA 649-B:4—Certain Uses of Computer Services Prohibited
- RSA 650:2—Obscene Matter Offenses

The list of offenses in Section V is also applicable for a "reasonably equivalent offense" from an out-of-state jurisdiction. The term "reasonably equivalent offense" means that the evidence required to sustain a conviction under the out-of-state jurisdiction's statute would necessarily sustain a conviction under New Hampshire law.

Candidates will also be automatically disqualified if he or she has been convicted of any

of the Section V violations, as identified above, as a misdemeanor level offense. Candidates will also be automatically disqualified for misdemeanor convictions of any of the following types of offenses: sex offenses, sex assault, weapons violations, child abuse, domestic violence, or possession with intent to distribute.

Other misdemeanor convictions will be assessed on a case-by-case basis and considerations that will be taken into account are as follows:

- The nature of the arrest compared to the nature of the conviction (i.e. was the conviction a result of a plea deal);
- Age of the conviction;
- Age of candidate at time of the offense;
- Number of offenses;
- The relationship the conviction has to the duties and responsibilities of the placement;
- Whether the candidate disclosed the conviction during the application process;
- Any other consideration(s) deemed relevant to effectuate the purpose of this policy.

Candidates who have convictions other than those offenses which are automatic disqualifiers as listed above, will be notified in writing that he or she is conditionally admitted to the Educator Preparation Program and will be given the opportunity to schedule a meeting with the Appeals Committee. The candidate will be expected to bring forward any and all relevant information concerning the conviction at the meeting with the Director.

If, after the meeting with the candidate and a review of the candidate's criminal record, the Director determines that a candidate is ineligible for a field placement program, the candidate will be notified in writing. The candidate will then have seven (7) days upon receiving the determination to file a written intention to appeal the determination. Appeals will be heard within 20 days of receiving the candidate's intent to appeal. Appeals will be heard by a committee which will consist of the Director of Educator Preparation, the Director of Human Resources and the Director of Safety and Security. Appeal decisions will be made by a majority vote of the committee. The appeal decision will be provided to the candidate in writing within seven (7) days of the hearing.

**RSA 189:13-a requires school administrative units (SAUs), school districts and charter schools to complete a criminal history record check upon student interns and student teachers regardless of when the candidate last completed a criminal history records check. RSA 189:13-a also requires SAUs, school districts and charter schools to conduct a criminal history record check for anyone seeking employment within that district or charter school. Pursuant to RSA 189:13-a, each SAU, school district and charter school can create their own respective policies. Therefore, candidates should be aware that acceptance into an educator preparation program does not guarantee placement or employment within an SAU, school district or charter school. Individual SAUs, school districts and charter school can also require candidates to undergo a separate criminal history background check.*

Candidates may be asked to complete background checks specific to a particular school in addition to the policy of New Hampshire. For example, *AED 210 Students will complete an online training in class-pursuant to Diocesan regulations and in order to do fieldwork at Saint Benedict Academy. The faculty will provide instruction for completing this training.*

PRAXIS

All Candidates must take and earn passing scores on the Praxis CORE and Praxis II (content knowledge) tests as part of acceptance into beginning phases of the program. *See chart below.*

The State of New Hampshire mandates that educator candidates in every subject area pass all three sections of the Praxis Core (reading, writing, math) and the content-specific Praxis II (art content knowledge). These exams are designed and offered by ETS®.

<http://www.ets.org/praxis>

Important facts for Test Takers:

- Requests to send score reports *after* the test has been taken have an additional cost to the test-taker. Therefore, it is *important* to know where you want to have your scores sent *before* you take the test.

School and department codes will be provided to you, however note that the NHIA code = 3668 and the NH Department of Education code = 7660.

When you register to take the Praxis, use the following test codes:

5712 for the READING++	Passing Score =156
5732 for the MATH++	Passing Score =150
5722 for the WRITING++	Passing Score =162
OR ...	
5751 for the Combined++ READING, MATH, and WRITING, if you take all three on the same day.	
++ These are known as the PRAXIS CORE	
AND...	
5134 ART: CONTENT KNOWLEDGE^	Passing Score =158
^ This is known as PRAXIS II, or content, subject specific test.	

- When taking the Praxis Core and Praxis II it is important that scores be sent to the New Hampshire Institute of Art and the New Hampshire Department of Education since both institutions are involved in the certification process.
- If both tests are taken in New Hampshire, score reports will automatically be sent to the New Hampshire Department of Education, but not to NHIA. The test-taker must select NHIA as a recipient of score reports.
- If tests are taken outside of New Hampshire, the test taker must indicate that a report be sent to the New Hampshire Department of Education and NHIA. (*refer to codes above*)
- Dual Degree Candidates successfully complete the Praxis Core prior to the end of freshman year.
- MAT applicants must pass the PRAXIS CORE as a part of admission.
- Candidates may take the Praxis Exam as many as six times per year.
- Test preparation resources are available at the Academic Support Center (ASC) and the Teti Library. Visit the Art Education Library Subject Guide on the Teti Library website for links to other test preparation resources. Go to <http://nhia.libguides.com/content.php?pid=357228&sid=2921601>
- Students with identified academic accommodations may have test times extended. Please visit www.ets.org/praxis to learn more. Students should meet with the Director of Academic Support to begin the process as soon as possible.

- Students take the exam by scheduling an appointment at a computer-testing site:
Prometric Testing in Concord: 603-224-8630
Nashua: 603-546-1500
Testing sites around Manchester are at UNH Durham, Keene State, and Rivier College. Registration deadlines and testing dates are available online at www.ets.org/praxis.

Are there any options to NOT take the Praxis tests?

1. The Praxis Core can be waived if the candidate provides an official copy of SAT scores taken on or after 2005 (must include the reading component) AND earned a minimum national ranking of 50% or higher for college bound students. Official scores must be submitted with the MAT Certification application AND must be sent to the New Hampshire Department of Education. *Please note the new SAT (post 2015) is not accepted by the NH DOE to waive the Praxis Core Writing exam. If an applicant needs a writing score from a nationally accepted testing agency, the Praxis Writing or ACT in Writing are options.*
2. The Praxis Core and Praxis II *can* sometimes be waived if the test-taker can complete and pass an approved test required for another state. A candidate may choose to do this if the candidate plans on obtaining certification from a state other than New Hampshire. The required test(s) must have similar components as the Praxis Core (reading, writing, and math), and the Praxis II: Art Content Knowledge.

Please note:

- a. Not all tests are reciprocal. Always check to make sure tests other than the Praxis will be accepted prior to spending money and taking tests required by other States.
- b. In order to find out if the educator preparation tests offered outside of New Hampshire are accepted, the applicant should contact the Art Education Certification Officer and provide a description of the exact test in question. The Certification Officer will send an official waiver request to the NH Department of Education.
- c. Remember all test scores must be sent to NHIA and the NH Department of Education.

TASKSTREAM® & PATHBRITE®

Key assessments and artifacts from this program are recorded and tracked using Taskstream,® a digital software system allowing candidates, art education faculty, and supervisors to develop a professional portfolio which aggregates and disaggregate how candidates are meeting national, state, and New Hampshire Institute of Art standards.

Artifacts that contain images must be stored in a designated e-portfolio in Pathbrite®.

The FINAL digital portfolio must include: Resume

- Evidence of meeting general education requirements for the State of New Hampshire including evidence from courses and Praxis Corescores.
- Praxis II scores
- Final philosophy of Art Education
- Studio competency portfolio
- Curriculum development – sample curricula written during MAE 604
- Elementary lesson plans and assessments with supporting photographs of student work, projects, artifacts and final products.
- Secondary lesson plans and assessments with supporting photographs of students and final products
- Link to the NH TCAP
- Two faculty recommendations serve as evidence of the candidate’s attitude, dispositions, academic skills, artistic skills, work habits, personality and communication skills. (To be added upon completion

- of fieldwork from Cooperating teacher.)
- Scanned copy of credential for beginning educator (to be added once candidate receives credentials)

MAINTAINING CANDIDACY IN THE ART EDUCATOR PREPARATION PROGRAM

In order to show that students are meeting NHIA Educator Preparation Program, State and National Objectives /Benchmarks students must show evidence of studio competencies submitted into Taskstream® by an electronic portfolio.

Parents send their children to public school under the auspices of *in loco parentis*, a legal doctrine stating the responsibilities of individuals who work with or care for children. Teachers are *legally* responsible for students in the absence of their parents. Teachers must be responsible for educating and protecting the physical and emotional well-being of our nation's youth. The New Hampshire Institute of Art accepts this responsibility to ensure that only the candidates who have demonstrated the various qualities expected of a practicing educator are recommended for certification to the State Department of Education.

The mission and goals of the Art Educator Preparation Program at the New Hampshire Institute of Art are designed to hold its candidates to the *highest* academic, social, and ethical *standards*. Necessary attributes and dispositions include and are not limited to:

- being responsible, reliable, exhibiting good judgment;
- advocating for children;
- demonstrating a philosophy that all children have potential and can be successful;
- eagerness to learn;
- respecting everyone including oneself;
- actively participating in the learning community;
- effectively communicating (speaking, listening and responding) in a professional manner;
- being flexible and responsible;
- remaining organized.

These attributes and dispositions are continuously being evaluated throughout the program. It is possible that candidates not possessing these attributes would be removed from the program, and /or not accepted into Culminating student teaching year.

Tips on Professional Communications:

Always spell check and proofread your emails; introduce yourself and thank the teacher for accepting your placement; be courteous and polite; ask your cooperating teacher if there are any specific dress codes or regulations prior to your first day; always dress professionally even if there is no official dress code.

FIELDWORK

OVERVIEW

Fieldwork assignments and placements are an integral part of art education courses. Fieldwork allows candidates the opportunity to experience the teaching profession to determine and/or confirm their decision to be an art educator. It is structured in a way that allows real world opportunities where candidates may put theory into practice. Candidates will complete **110** hours of fieldwork in art education: in urban, rural, and suburban schools at Lab. **BOTH** the elementary and secondary levels. Fieldwork hours may be built into the course. Some hours may be available through the NHIA Youth Arts programs. Fieldwork requires paperwork such as log sheets, CT evaluations, reports, etc. These will be submitted into Canvas as mandatory assignments to track participation and meeting competencies.

For **Dual Degree** students who earned a BFA at the NHIA

Fieldwork is *required* and completed as follows:

Elementary:

45 in-class hoursduring the **Teaching Art** Course typically taken

sophomore year performed at St. Benedict Academy in an urban setting.

15 in-class hoursvirtual analysis during **Exceptional Learner**.

Middle / High School:

45 in-class hoursset up by the candidate in an urban or suburban partnership school during

Methodologies.

5 in-class hoursduring **Exceptional Learner** at partnership.

For **MAT** students who earned a BFA elsewhere:

Elementary:

45 in-class hoursobtained EITHER by contributing them to St. Benedict Academy; OR by setting up, with placement coordinator, an out-of-class placement. Candidate is required to find a cooperating teacher who has taught at least 5 years in a public school.

15 out-of-class (DD) or Middle School

Middle / High School:

45 in-class hoursduring YOUTH ART TEACHING LAB taking place in the Methodology Course in an urban setting.

5 in-classduring Exceptional Learner Course, **virtually**.

Candidate Expectations and Responsibilities

- Candidate will contact the cooperating teacher by phone, email, or both, to schedule a meeting prior to the first day of fieldwork. It is important to remember that this contact will provide your first impression to a school, and you should treat it as seriously as you would a job interview.
- Candidate must look professional.
Candidate will always arrive early.
- Candidate will practice a professional code of ethics as a professional educator.
- Once candidates receive placements, the Candidate will contact the cooperating school and respective Superintendent Administrative Unit (SAU) office for any additional authorizations needed (such as background checks). NHIA will support the teaching candidates in connecting with requirements.
- *Contact the Art Education Certification Officer, course instructor and school security officer if a school requires any additional background check for acceptance in the school. They will assist you in obtaining clearance.
- Candidate will communicate immediately with NHIA supervisor, Art Ed Chairperson or both, about any concerns regarding placement.

The NHIA Faculty/Supervisor Expectations and Responsibilities

- Faculty will advise and approve candidate placements.
- Faculty will verify that all placement forms have been filed before issuing grades.
- Faculty will provide detailed instructions regarding fieldwork placements-to the cooperating teacher, school administrators and students.
- Faculty will communicate with cooperating teachers about fieldwork expectations including a written copy of fieldwork expectations and of the assessment rubric used to evaluate the student. Students should always be aware of evaluation methods prior to completing fieldwork or coursework assignments.
- Faculty will provide an orientation for Cooperating Teachers and Student Teachers, in the culminating year.

Cooperating Teacher Expectations and Responsibilities

- The Cooperating teacher will complete evaluations of candidates. These evaluations are used to determine grades, making decisions regarding candidacy, and/or evaluating applications for the culminating year. Cooperating teachers will receive information clearly describing the responsibilities of the candidate, faculty, and themselves.
- Cooperating teachers provide necessary information to ensure a smooth start for the candidate. This includes rules and regulations for visitors, dress code, course descriptions, arrival and departure times, and the bell schedule.
- Cooperating teachers have at least 5 years teaching experience and are recommended by the school principal. Cooperating teachers are given as much information about the candidate necessary for a positive start and overall experience.

CULMINATING – STUDENT TEACHING YEAR

OVERVIEW

Every student teacher is assigned an Art Education (AE) Supervisor who is a member of the Art Education faculty at The New Hampshire Institute of Art. All AE Supervisors have extensive teaching backgrounds (at least ten years) and visit student teachers in the field for the purpose of observation, support, instruction, and evaluation.

Given that the Art Educator certification encompasses grades K-12 in the State of New Hampshire. This certification requires versatility; varying educator expectations, broad knowledge of skill development, age appropriate classroom management, and lesson facilitation techniques. The New Hampshire Institute of Art candidates *must* have quality student teaching experiences in *both* elementary and secondary educational settings.

Candidates are expected to participate in two placements; one in elementary and one in secondary, over the course of two semesters. Each placement is a minimum of 15 weeks. A total of 12 credits are completed over two semesters.

In addition to on-going self-reflection, candidates receive supervisor and cooperating teacher assessments (formative and summative). Assessment criteria seek evidence of competencies from:

- NHIA ART EDUCATION PROGRAM GOALS AND OBJECTIVES
- NH- Ed 610 General and Professional Education (2013)
- NH- Ed 612.01 Visual Arts Program Standards (2013)
- USA- InTASC Model Core Teaching Standards (2014)

POSSIBLE QUESTIONS FOR INTERVIEWING A POTENTIAL COOPERATING TEACHER:

- Have you ever mentored a student teacher before? If so, how many?
- What worked well during those placements?
- What was challenging? How could these challenges have been prevented?
- What do you anticipate being the most rewarding and the most challenging aspects of having a student teacher? (If the cooperating teacher has never mentored a student teacher)
- How would you describe your learning style and teaching style?
- What expectations do you have of your student teachers?
- Even though the Institute will provide assessment rubrics, how do you provide more formative assessments of your student teachers?
- What is your studio specialization?
- Will we ever have the opportunity to work as a team?
- Is your school working on any particular goals and/or pedagogy I should be aware of?

These questions and others will help candidates decide upon preference of schools. Candidates should not shy away from cooperating teachers that possess a different personality or methods from their own. Candidates should primarily look for similar philosophies, rather than methodologies, as they may learn more in such a placement.

ACCEPTING, ASSESSING AND GRADING THE STUDENT TEACHER:

Student teachers are given much responsibility and are trusted with facilitating our children's education. Every member of the team plays a key role in assessing the progress of each placement. The supervisor will calculate the grade using the specified grading percentages specified in the course syllabus. Grade requirements include formal evaluations by the cooperating teacher, supervisor, and the candidate's self-evaluation, the candidate's participation in and completion of seminars, and the candidate's electronic portfolio. All members of the team complete the same assessment evaluations (copy provided in the forms section-and in Taskstream®).

There are *five* rounds of assessment at each placement. The Cooperating teacher and supervisor complete the same evaluation during each round. The Certification Officer reconciles each evaluation to ensure inter-rater reliability. The first 4 evaluations are formative in nature. The last evaluation is summative. The team will meet after every assessment during rounds 1 - 4 and determine pedagogical and/or personal objectives for the student teacher. Upon completion of the final assessment round, the student teacher will meet directly with his or her supervisor and cooperating teacher to discuss evaluations and final grade. If a student teacher fails all or part of either placement, he or she will not be recommended for certification. The student teacher may apply to retake the course.

Candidate Expectations and Responsibilities

Candidates must apply and be accepted into the culminating year. The application must be completed NO LATER THAN one semester prior to the intended start of placement. This includes a studio portfolio, written statement, letters of faculty recommendations, etc.

Candidates must have a CGPA of 3.0 or higher (HP, or P) and/or have met or exceeded all undergraduate competencies.

Candidates must score "proficient" or higher, in all areas of assessments done by cooperating teachers and NHIA faculty during the methodologies course.

Praxis II exams must be taken and earned a passing score prior to acceptance.

To prepare for interviews, each candidate will update their studio portfolio and prepare an Interview Binder.

Upon exiting the program, the student teacher agrees to continue to update the program director with current employment information including: work email address, name & address of school, principal's name & email address. The state requires the program to follow graduates for three years upon completion in order to track the effectiveness of the program and to offer the newly certified teacher with mentor support.

It is encouraged for newly certified art educators to connect with local, state and/or national professional organizations such as the New Hampshire Art Educators Association, New Hampshire Council on the Arts, National Art Education Association, etc. where membership and participation in workshops/conferences demonstrate 'being the change' and leadership.

Candidates must demonstrate an understanding of and aptitude for building productive relationships with students, colleagues, administrators, and parents in order to assume leadership roles within the classroom, and eventually within the school community and within the profession.

Candidates demonstrate professional and ethical pedagogy, relationships, and decision-making.

Once accepted into culminating year:

Candidates must provide lesson plans and assessments to the Cooperating teacher. Candidate will immediately report any concerns about his or her placement to the supervisor, Art Education Chairperson, or both.

Candidates must show evidence of contributing to learning communities. Candidates must consistently demonstrate responsible and professional work habits. Candidates must have all paperwork filed in Taskstream® (see To-Do chart)

Applicants must research prospects for student teaching. Even though the Art Education personnel assume responsibility to ensure the NHIA has contracted with exceptional cooperating teachers, responsibility is placed on the applicants to identify a positive mentorship. Applicants should make appointments with potential elementary and secondary cooperating teachers to observe their classes. If the candidate becomes interested in working with a particular teacher, the candidate should conduct an informal interview prior to submission of his/her application.

Student teachers are considered faculty members at their cooperating schools and share instructional responsibilities with the faculty of the cooperating school.

Candidates having more than three days absent may be asked to extend their placement or may be administratively withdrawn from the course. If a candidate is ever absent, he/she will be asked to provide the same substitute plans expected of a professional educator.

Candidates will communicate immediately with supervisor, Art Ed Chairperson or both, about any concerns regarding placement.

Candidates must submit – via Taskstream® – lesson plans and assessments to the cooperating teacher and supervisor at least *one week prior* to onsite formative and summative assessments/evaluations.

Candidates must obtain cooperating teacher signatures when completing the culminating fieldwork placement form. Candidates may request to be placed in a certain school and with a particular cooperating teacher. However, candidates must disclose how much time he or she has spent with the proposed cooperating teacher on the placement form to ensure that the candidate has observed the classroom and that the cooperating teacher agrees to the placement. *The Culminating Fieldwork Placement form is due at the same time as your culminating year application.*

NHIA Faculty Expectations and Responsibilities

- During the first two weeks of each placement, the Art Education supervisor will work with the cooperating teacher and the student teacher to design a student teacher plan. The plan articulates the goals and proposed timeline for every student teacher; including deadlines for the TCAP, solo week. Supervisor will assist in facilitating TCAP expectations, proper submission, and formal evaluations.
- Art Education Supervisors will ensure that cooperating teachers will be orientated to the expectations of the program, discuss the general schedule for student teachers and will receive a copy of the Art Educator Handbook, a copy of respective cooperating teacher agreements, and assessment rubrics at the orientation.
- Art Education Supervisors will organize and present cooperating teacher orientation.
- Arrange five, three-way assessment/evaluation conferences throughout each semester for the candidate, cooperating teacher, and supervisor to discuss the student teacher's progress and to map out plans for future work.
- Visit a candidate's cooperating school assignments a minimum of five times per semester to observe, conference, or work with the student teacher for other purposes related to his or her practicum.
- Meet and work with the team to establish specific objectives for the candidate after every evaluation.
- Work in collaborative relationships with cooperating teachers and student teachers.
- Provide pedagogy seminars for student teachers throughout the semester.
- Act as a liaison between the student teacher and cooperating teacher when appropriate.
- Report program suggestions and/or issues to the Art Education Chairperson as a formative assessment tool.
- Use data from candidate outcomes to assist the Art Education Chairperson in continual improvement of the program.

Cooperating Teacher Expectations and Responsibilities

- Student teachers work under the direct supervision of one or more cooperating teacher: Teachers who have demonstrated outstanding ability; a willingness to instruct and mentor beginning teachers, and who provide exemplary models of teaching. The cooperating teacher assumes major responsibility for the supervision and evaluation of the student teacher and is freed from a certain number of his/her normal teaching duties to carry out these tasks. (This is usually accomplished by assigning some of the cooperating teacher's responsibilities to the student teacher.) Student teachers follow the calendar of the cooperating school.
- The cooperating teacher will attend the Cooperating Teacher Orientation held at the New Hampshire Institute of Art;
- Create a workspace for the intern so that s/he is an integral part of the classroom;
- Provide a space for the student teacher to exhibit his or her art work in the school;
- Introduce the intern to the school principal, other teachers, specialists, custodians, the librarian, and the school nurse;
- Tour the school with the student teacher to point out such necessities as the teachers' room, the lavatories (adult and student), the library, the parking lot for teachers;
- Show the student teacher the basic classroom set-up, including where supplies are kept;
- Show the student teacher basic record-keeping procedures and how to operate equipment such as movie projectors and mimeograph machines;
- Discuss classroom atmosphere, discipline, individual students, each class as a group, general philosophy of education, goals for the year, first day procedures, first day responsibilities of the intern, plans for observing and evaluating;
- Discuss generally his/her philosophy of education and specific expectations such as classroom procedures, clean up, etc. for the placement;
- Arrange firm times for regular meetings with the intern;
- Decide how to introduce the student teacher to parents and students and including him/her in teacher parent conferences;
- Acquaint the student teacher with local community norms and characteristics,
- Provide the student teacher with copies of the student handbook, faculty handbook;
- Cooperating teachers must orient the student teacher to the school community.
 - Provide five formal assessments using the provided rubric at inTaskstream®

- **Time Alone in the Classroom:**

- At the beginning of placement it is expected that cooperating teachers will work with student teachers in an open and cooperative manner. It is important that the cooperating teacher allow the student teacher to work independently while providing mentorship. Usually the earlier the student teacher is given responsibility for the classroom, the sooner he/she is able to adjust to his/her new role.
- The cooperating teacher should remain in the classroom while the student teacher is teaching, however, it is important for K-12 students to be directed to the student-teacher to answer questions and give assistance. It may seem easier to split up the room and help students, but this is not allowing the student teacher to develop classroom management. It is the cooperating teacher's responsibility to ensure that mistakes made by the student teacher are addressed and rectified.
- Mistakes are key learning opportunities for student teachers; especially when it pertains to classroom management and delivery of curriculum. Student teachers gradually take over the course load of their cooperating teacher. Some student teachers will assume the role of classroom teachers faster than others. The New Hampshire Institute of Art suggests that student teachers play a role in class facilitation on the first day. It is important that students see the student teacher taking responsibility on the very first day of class. This may be as simple as taking attendance and passing out and/or collecting materials. Student teachers will most likely take over their first class after three to four weeks assisting in the class. It is important that the cooperating teacher allow the student teacher to work independently while providing mentorship.
- All student teachers must have at least one week of solo teaching at each placement. In planning for this week, it is important that the intern work closely with his/her cooperating teacher to ensure that any departures from the standard curriculum or the basic classroom procedures have been carefully thought through and meet with the cooperating teacher's approval. It is also important to involve the supervisor in the planning and scheduling of the two weeks in order to arrange a formal assessment while solo teaching. It is essential for student teachers to develop detailed plans in advance for the cooperating teacher to review and discuss. If the student teacher is consistently unable to prepare adequately and teach a lesson successfully by the end of the first half of the semester, this is cause for concern and should be discussed as a team.
- The cooperating teacher works closely with the student teacher toward the goal of solo time to ensure that classroom curriculum and procedures continue to be met. If the student teacher is consistently unable to prepare adequately and teach a lesson successfully by the end of the first half of the semester, this is cause for concern - the cooperating teacher will communicate this to the supervisor.
- Cooperating teachers are asked to report any problems regarding the candidate, the program, or both to the supervisor or the Art Educator Chairperson immediately. Contact information is recorded on the paperwork included with your contract.

OTHER MAT TEACHER PREPARATION PROGRAM POLICIES

The Art Educator Preparation Program holds priority in placing candidates with educators who share similar philosophies about art education and exhibit excellent communication skills, not necessarily with educators who have similar personalities. Candidates and cooperating teachers with differing styles and personalities can potentially have a mutually rich experience as long as both parties clearly communicate with one another.

CHANGE OF PLACEMENT:

In rare cases a student teacher may need to change placements at mid-semester. These changes can occur with the approval of the cooperating teacher, principal, and Art Education supervisor. A strong educational rationale must be provided in support of a request for a change in placement. *Despite the best efforts of selecting and contracting schools and teachers, there are times when a placement is not working as well as it should.* Sometimes the teaching style or philosophy of the intern is incompatible with that of the cooperating teacher or supervisor. If it is discovered that the student teacher's skills are not established as necessary, or if an event in the student teacher's personal life becomes unmanageable, the student teacher may be removed from the course. It is extremely important that the supervisor be informed as early as possible. The longer a potential problem is ignored, the harder it is to rectify. Everyone has a greater chance of creating positive solutions the earlier issues are addressed. In rare circumstances, when the situation becomes irreconcilable and the quality of education provided to the students at the cooperating school and/or student teacher are in jeopardy, the student teacher will be removed from the placement. Every effort will be made to promptly relocate the student teacher into a new placement if the circumstance is appropriate.

PAID AND UNPAID STUDENT TEACHING:

All student teachers are New Hampshire Institute of Art students. Student teachers pay tuition for Culminating fieldwork. Student teachers are unpaid positions. However, if a student teacher is asked to cover a class in the cooperating teacher's absence, the student teacher may be paid as a substitute teacher. A student teacher may not substitute for classes other than those of the cooperating teacher. The cooperating teacher's solo week is not paid unless the school chooses to hire the student teacher as a substitute teacher because the cooperating teacher is out of the building.

THE NEW HAMPSHIRE INSTITUTE OF ART'S SELECTION OF COOPERATING TEACHERS:

Candidates are provided with a list of contracted schools when completing the culminating fieldwork placement form. If a candidate would like to work with a school that is not contracted with the Institute, the candidate must inform the Art Education Chairperson at the beginning of the semester prior to beginning his/her student teaching. This allows the Art Education Chairperson time to visit the school(s), meet with prospective cooperating teachers and their administrators to ensure that the student teacher's experience will meet the Institute's mission and goals. The Art Education Certification Officer, prior to assigning students teachers, visits all contracted schools. The Art Education Certification Officer looks for the following evidence when visiting potential contracted schools:

- A philosophy of art education as a core subject area.
- A philosophy of close collaboration between the Institute and cooperating schools and faculty.
- A philosophy of art educator preparation as an apprenticeship process in which certified educators in all subject areas play a major role.
- A willingness to provide the student teacher with a supportive environment and objective professional guidance.
- A firm belief that everyone has the capacity to learn in the arts and embraces differentiation pedagogy.
- A deep respect for art education and art educators as professionals.

THE COOPERATING TEACHER

The cooperating teacher assumes the primary role in assisting the candidate to become a competent and creative professional. Placements cannot be accommodated if applications are late or do not include appropriate signatures.

Art educators interested in serving as a cooperating teacher should inform their principal and fill out an Institute Cooperating Teacher Application. If an art educator from a non-contracted school is interested in working with the Institute's Art Education Preparation Program, please contact the Art Education Chairperson. Cooperating teachers must have at least five years teaching experience in order to be accepted as a cooperating teacher for the Institute's Preparation Program. Recurring cooperating teachers are observed every three years.

Benefits for Cooperating Teachers in Culminating student teaching Placements:

The Institute of Art supports professional development for K - 12 art educators and hopes to provide opportunities for educators to feed their own creativity. All cooperating teachers are compensated. Stipend amounts are commensurate with the amount of hours required for the fieldwork assignment.

Each cooperating teacher will receive an award letter from the New Hampshire Institute of Art upon completion of the candidate's placement. Compensation is awarded after all responsibilities have been met -those in the placement contract and the COOPERATING TEACHER RESPONSIBILITIES outlined in this handbook.

The Institute allows student teachers to be hired as substitutes during their placement for their cooperating teachers only. Cooperating teachers must orient the student teacher with school/district policies for substituting in their school.

If any member of the team (student teacher, supervisor or cooperating teacher) needs to make an amendment to the observation plan, the other two members of the team must be informed in writing; email correspondence is accepted.

CHANGE OF PLACEMENT AND REPETITION OF COURSEWORK

If it is discovered that the student teacher's skills are not established as necessary, or if an event in the student teacher's or the cooperating teacher's personal life unveils itself and becomes unmanageable, the student teacher may be removed from the course or receive a new placement. It is extremely important that the supervisor be informed as early as possible.

If there is reason to believe that a placement is detrimental to the student teacher, the cooperating teacher and/or the students at the school, a meeting will take place between the team and the Art Education Certification officer to determine whether a new placement is appropriate.

It is possible for a candidate to pass the course but not meet all competency expectations for recommendation of certification. In this situation, the Art Education Certification officer will meet with the student teacher to determine eligibility for repeating the course. Eligibility is dependent upon the candidate's ability to realistically meet competencies if awarded a second opportunity to take the course.

CERTIFICATION K-12

STATE OF NEW HAMPSHIRE APPLICATION

Once a candidate has completed and met all benchmarks for student teaching, the Certification officer will recommend the candidate to the New Hampshire Department of Education. Once the recommendation is complete, the candidate will create an account on the NH D.O.E. website. Instructions will be provided by the NHIA Certification officer. The completed online application and \$130 fee are payable by credit card to the D.O.E.. The candidate's records will be audited, ensuring that all fieldwork contracts and assessments have been properly recorded in the candidate's file prior to recommendation. Once the Art Education staff has verified all criteria, the application is reviewed by the Registrar's office where grades and Praxis scores are verified. The Bureau of Credentialing at the NH State Department of Education in Concord, NH processes applications. Once the candidate receives his/her official certification, it is recommended that it be kept in a safe place with copies made. Educators are asked to keep a copy of their most current certification on file at the school or at the Superintendent Administrative Unit office where they are employed. Newly certified educators must earn 75 hours of professional development every 3 years for re-certification.

Information on recertification may be found at: education.nh.gov/certification

The Art Education Department will actively maintain open communication with candidates, faculty, advisors, cooperating teachers, and appropriate administrative offices at the Institute to ensure that the New Hampshire Bureau of Credentialing only receives skilled and responsible artist educators who are also positive role models for children in K - 12 schools.

MAT GOALS, OBJECTIVES, STANDARDS

GOAL 1: PROFESSIONALISM

Certified educators are professionals in their school and extended communities.

- a. Professional Proficiency: Practitioners are responsible and reliable practitioners.
Addressed &/or Assessed:
 - > Responsibility is assessed in AED200, MAE308, MAE409 early fieldwork
 - > Responsibility is assessed through annual faculty evaluations
- b. Professional Proficiency: Practitioners use appropriate language and symbols
Addressed &/or Assessed:
 - > English, writing, , writing and/or Communication competencies
 - > Math or Quantitative Reasoning competencies
 - > Passing of Praxis Core and Praxis II exams
 - > AED210(Dual Degree), MAE608, MAE609, MAE601, and culminating fieldwork
 - > MAT Application Recommendations
- c. Professional Proficiency: Practitioners value, understand, and abide by policies and procedures of the schools where they learn and work.
Addressed &/or Assessed:
 - > Abiding by the Institute's Student Code of Conduct as stated in its student handbook
 - > Understanding and practice of professional expectations as stated in the Art Educator Preparation Handbook
 - > Attitude and professionalism are assessed in AED210, MAE609, MAE701, MAE702 , MAE610– early and culminating fieldwork evaluations

- d. Professional Proficiency: Practitioners are reflective and assume responsibility for their own professional development.
Addressed &/or Assessed:
- > Graduates attend NH Art Educators' fall conference during their fifth year
 - > MAE701 & MAE702 Culminating Fieldwork Evaluations by the practitioner, cooperating teacher, and supervisor
 - > MAE308 fieldwork
 - > Interviews and evaluation of the candidate at cooperatingschools
 - > Attendance and participation in professional development opportunities sponsored by the cooperatingschool
 - > Disposition and professionalism are assessed in AED200 (Dual Degree), MAE608, MAE609, MAE610, MAE 701 & MAE702 - early and culminating fieldwork evaluations

GOAL 2: PEDAGOGY

Graduates are prepared to facilitate, manage and monitor student learning.

- a. Pedagogy Proficiency: Practitioners understand how humans develop and learn.
Addressed &/or Assessed:
Course and early Fieldwork: MAE607, MAE608 Exceptionalities in Learning, MAE609, MAE 610, MAE 701 & MAE 702
- b. Pedagogy Proficiency: Graduates are able to make connections between studio and liberal arts in order to reinforce the relevance of art in students' lives.
Addressed &/or Assessed:
- > MAE609 Elementary and Secondary Methodologies for the Inclusive Classroom, MAE 610, MAE701 & MAE702
 - > Research, MAE607, MAE 610
- c. Pedagogy Proficiency: Practitioners abide by legal and professional responsibilities in computing, tracking and communicating student progress using a variety of assessment and technology methodologies.
Addressed &/or Assessed
- > MAE608, Exceptional Learner
 - > Students design and use their own assessments for their lesson plans in MAE609.
 - > Students use a wider lens to design curriculum in MAE603 including course competencies and relative assessments.
 - > MAE609, and culminating fieldwork MAE610, MAE701 & MAE702 introduce students to grading software and other digital assessment methodologies.
- d. Pedagogy Proficiency: Practitioners engage students in learning and use differentiation to meet the needs of diverse learners.
Addressed &/or Assessed:
- > MAE 608 The Exceptional Learner, MAE609 TAP, MAE701, MAE70, MAE610 TCAP
- e. Pedagogy Proficiency: Graduates design standards-based lessons that encourage the development of creative, aesthetic, technical and critical skills in their students. Addressed &/or Assessed:
- > Understanding by Design model MAE 609, MAE603, MAE610, MAE701, MAE702- EARLY FIELDWORK
 - > Early Fieldwork evaluations
 - > Culminating Fieldwork Evaluations by the practitioner, cooperating teacher, and supervisor

- f. Pedagogy Proficiency: Practitioners provide a safe classroom culture where ideas and creations may be shared.

Addressed &/or Assessed:

- > Institute culture encourages this proficiency through its Mission Statement and is common practice in all academic and studio courses
- > Evaluations from Early Fieldwork
- > Culminating Fieldwork Evaluations by the practitioner, cooperating teacher, and the supervisor.

GOAL 3: COLLABORATION

Graduates seek support and feedback from their peers as they grow in the profession.

- a. Proficiency: Practitioners engage in and facilitate the art of evaluation (critique) and self-evaluation by involving their colleagues and peers in their own process.

Addressed &/or Assessed:

- > Every studio course requires the development of this skill (Dual Degree)
- > Participation in annual reviews (Dual Degree)
- > MAT – Application Materials
- > Reflection journals for all fieldwork
- > Artist statement
- > Collaboration is assessed in early and culminating fieldwork evaluations
- > Collaboration is assessed through annual faculty evaluations

- b. Proficiency: Practitioners embrace opportunities to be a part of a school community and collaborative relationships.

Addressed &/or Assessed:

- > Students meet once every other week during their culminating fieldwork.
- > Students and the Art Education faculty work together as professional colleagues offering a reflective and evaluative environment
- > Engage in communicating with colleagues and families during culminating fieldwork MAE701 & MAE702

GOAL 4: CONTENT KNOWLEDGE

Graduates will be knowledgeable and skilled in all of the studio subjects they teach and will know how to facilitate said knowledge and skills to their students.

- a. Content Proficiency: Graduates use research to demonstrate mastery of concept and skill in their work.

Addressed &/or Assessed:

- > Understanding Creativity AED410 (Dual Degree)
- > PRAXIS II
- > Early and culminating fieldwork evaluations
- > MAE603
- > Candidate's Professional Portfolio
- > MAT and Dual Degree – Studio Portfolio Submission; artist statement, GPA 3.0 or higher

- b. Content Proficiency: Students are competent in creating art through drawing, painting, printmaking, sculpture, ceramics and photographic (including digital) media.

Addressed &/or Assessed

- > Minimum 3.0 or higher CGPA.
- > FND101 & FND102 Intro to Drawing I & II
- > (Dual Degree) Annual student portfolio reviewed by professional evaluators.
- > Early and culminating fieldwork evaluations made by the cooperating teacher and art education faculty.
- > Practitioner's Professional Portfolio.
- > Ed 612.01(a) Competencies are evaluated in studio portfolio transcript evaluation

- c. Content Proficiency: Students develop knowledge of artistic literacy and recognize how their depth of artistic knowledge is created, organized and linked to other disciplines.
Addressed &/or Assessed:
 - > Successful completion of Liberal Arts Competencies
 - > Praxis II
 - > MAE 609
 - > MAE 610, 701 & MAE 702

- d. Content Proficiency: Practitioners are able to facilitate art lessons that are developmentally and cognitively challenging using multiple approaches to meet different skill sets.
Addressed &/or Assessed:
 - > Early Fieldwork
 - > Culminating Student Teaching MAE610, MAE701 & MAE702

NH-ED 610 GENERAL AND PROFESSIONAL EDUCATION (2013)

PART: PART ED 610 PROFESSIONAL EDUCATION

Section: Ed 610.02 Professional Education Requirements. To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the following:

Area: (a) In the area of the learner and learning:

(1a) Learner development, as demonstrated by an understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and

(1b) Learner development, as demonstrated by the ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;

(2a) Learning differences, as demonstrated by an understanding of individual differences and diverse cultures and communities;

(2b) Learning differences, as demonstrated by ensuring inclusive learning environments that allow each learner to reach his or her full potential; and

(2c) Learning differences, as demonstrated by the ability to employ universal design principles and assistive technology; and

(3a) Learning environment, as demonstrated by working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and

(3b) Learning environment, as demonstrated by use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;

Area: (b) In the area of content:

(1a) Content knowledge, as demonstrated by an understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and

(1b) Content knowledge, as demonstrated by an ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and

(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;

Area: (c) In the area of learning facilitation practice:

(1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to: a. Engage learners in their own growth; b. Document learner progress; c. Provide learner feedback; and d. Inform the educator's ongoing planning and instructional practices;

(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and

(3a) Learning facilitation strategies, as demonstrated by an understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and

(3b) Learning facilitation strategies, as demonstrated by an ability to build skills in accessing, applying, and communicating information; and . . .

Area: (d) In the area of professional responsibility:

(1a) Reflection and continuous growth, as demonstrated by being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and

(1b) Reflection and continuous growth, as demonstrated by ability to adapt practice to meet the needs of each learner; and

(2a) Collaboration, as demonstrated by collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

NH-ED 612.01 VISUAL ARTS PROGRAM STANDARDS (2013)

The teacher preparation program for visual arts in grades K-12 shall provide the teaching candidate with skills, competencies, and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in following areas:

Standard: (a) In the area of art-making:

- (1) Ability to demonstrate a variety of techniques and processes in each of the following art forms:
 - a. Two-dimensional;
 - b. Three-dimensional;
 - c. Electronic media; and
 - d. Crafts;
- (2) Ability to develop a personal iconography using different media, styles, and forms of expression, as evidenced by a personal portfolio of artwork that displays a range of media, techniques, artistic processes, ideas, and genres;
- (3) Demonstration of advanced proficiency in at least one visual medium, as evidenced by a personal portfolio of exemplary work;
- (4) Ability to identify, describe, and apply the elements of visual art, including color, shape, form, space, line, value, and texture, in the creation and analysis of art;
- (5) Ability to identify, describe, and apply the principles of design, including balance, unity and rhythm, in the creation and analysis of art;
- (6) Ability to select and apply a range of subject matter, symbols, and ideas to art making; and
- (7) Ability to display and exhibit artwork;

Standard: (b) In the area of history and culture:

- (1) Knowledge of the relationships among art-making, culture, and history;
- (2) Ability to research, analyze, and communicate diverse cultural and historical contexts surrounding works of art, including, but not limited to artworks from:
 - a. Popular culture,
 - b. Folk culture;
 - c. Indigenous culture; and
 - d. Other cultural groups; and
- (3) Ability to recognize and understand, by research, conjecture, and observation, the content and purpose of:
 - a. Self-expression, or art-making to oneself; and
 - b. Art-making to others;

Standard: (c) In the area of responding to art:

- (1) Ability to make meaningful interpretations and judgments about the candidate's own artworks and the works of other artists, using a variety of aesthetic lenses;
- (2) Recognition that informed discussion of art is an essential component of visual art education;
- (3) Ability to analyze, interpret, and critically evaluate art; and
- (4) Ability to articulate a personal philosophy toward creating art;

Standard: (d) In the area of making connections involving art:

- (1) Ability to understand that creating in the arts is a life-long human endeavor and that the arts impact daily life as an expression of the human spirit;
- (2) Ability to experience other art forms and relate them to visual art as well as to disciplines outside the arts;
- (3) Ability to understand the various roles that artists have assumed throughout history as well as in contemporary life; and
- (4) Ability to identify a range of visual arts career options;

Standard: (e) In the area of pedagogy:

- (1) Ability to demonstrate a variety of developmentally appropriate techniques and processes as well as related materials and tools for art production;
- (2) Ability to model and communicate to students issues of safety and health associated with materials, tools, and procedures;
- (3) Ability to communicate characteristics of materials, tools, and procedures, and their standard use and maintenance;
- (4) Ability to guide student development in observing, imagining, visualizing, transforming, and synthesizing their thoughts and ideas into artworks;
- (5) Ability to guide students in selecting and applying subject matter, symbols, and ideas to express meaning in artwork; and
- (6) Ability to facilitate student discussions around artistic interpretation, aesthetic values, and informed judgment in the context of their own art-making and artwork, and the artwork of others;

Standard: (f) In the area of curriculum and assessment:

- (1) Ability to design and advocate for a comprehensive K-12 visual art program that:
 - a. Develops artistry and artistic skill sequentially over time;
 - b. Is consistent with RSA 193-C:3, III;
 - c. Includes learning materials appropriate to the diverse needs, interests, and capacities of all students;
 - d. Addresses opportunities available beyond the regular classroom;
 - e. Can be made available, through modification and accommodation, to all students; and
 - f. Embeds global art history into the art-making curriculum;
- (2) Ability to understand and use multiple formal and informal strategies specific to visual art to:
 - a. Continually assess individual and group learning through a variety of authentic assessment methods, including, but not limited to:
 1. Portfolio design; and
 2. Performance-based assessment; and
 - b. Communicate students' progress to students and parents; and
- (3) Ability to plan and implement lessons that connect thinking skills, concepts, and themes among the visual arts and an array of disciplines; and

Standard: (g) In the area of career development:

- (1) Ability to expose students to a variety of career options for the visual arts;
- (2) Ability to assist students in investigating career options in the visual arts; and
- (3) Skill in guiding students in the creation of their personal portfolios, when appropriate.

USA-INTASC MODEL CORE TEACHING STANDARDS (2014)

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- 2. Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- 3. Learning Environment:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- 7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- 9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- 10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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Statement Educational Philosophy	
Praxis II	
Culminating Fieldwork Evaluation Form	43-49
Culminating Fieldwork Holistic Rubric.....	50-51
Culminating Student Teacher Evaluation of C.T.	52-54

PRAXIS GO TO [HTTP://WWW.ETS.ORG/PRAXIS](http://www.ets.org/praxis)

For more information on the Praxis Core or Praxis Art Content Knowledge (5134), please visit ets.org/praxis

All Praxis test scores must be sent to NHIA (3668). If the test was taken in NH, the scores will automatically be sent to the State Department of Ed. If the test is taken out of State, the scores must be sent to NHIA (3668) and the State of NH (7660) or else your certification will not be processed upon completion of the program.

TESTING SITES IN NH

Concord - 5148 Prometric
 Testing Center 2 Whitney Rd.
 Suite 24
 United States of America 03301
 603-753-0061

Portsmouth - 4003 Prometric
 Testing Center 200 Griffin Road
 #4
 United States of America 03801-
 2862
 603-433-6800

Praxis Core Series Test dates are open.
 Call a testing site to see if there is availability.

NH PASSING SCORE			
To be Certified	TESTS you need to take:	Testscore	Qualifying score
All Areas	Core Academic Skills for Educators: READING	5712	156
	AND ...		
	Core Academic Skills for Educators: WRITING	5722	162
	AND ...		
	Core Academic Skills for Educators: MATHEMATICS	5732	150
To be Certified in	TESTS you need to take:	Test score	Qualifying score
Art	ART: Content Knowledge	5134	158

