

# NEW HAMPSHIRE INSTITUTE OF ART

## Art Education Professional Preparation Program Handbook



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## PREFACE

The New Hampshire Institute of Art is proud to offer an Art Educator Preparation Program that certifies art teachers in the State of New Hampshire. The state accredited program is unique from other art educator certification programs in the New England area. The Institute believes practicing artists make better educators. Developing oneself as an artist plays an imperative role when developing curriculum, writing lesson plans, and establishing a safe and constructive classroom atmosphere. The Art Educator Preparation Program at the New Hampshire Institute of Art was designed and currently operates as a joint effort between all concentrations, liberal arts, and art education. Candidates will graduate with a Bachelor of Fine Arts specializing in one concentration area of their choice and will complete extensive art education courses and fieldwork during a fifth year. Art Educator candidates are required to complete studio courses in all concentrations with competencies being assessed throughout the year. The Institute believes this design will make future educators more confident, versatile, and competent in working with a variety of media.

It is interesting and appropriate to acknowledge The New Hampshire Institute of Art's rich history providing professional preparation in the arts. The Institute's origins and intentions of the founders grew out of a sense of mission and interest in bringing pragmatic personal skills to a population whose communal history was tied to a textile-manufacturing base. Pragmatism and enlightenment joined forces in 1924 when the State Board of Education certified the Institute's four-year program to prepare high school graduates to teach art. Over the years, the Institute continued to focus on arts education to both degree-earning students and to those from all walks of life and with all levels of preparation who wish to take classes, courses, and workshops. 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 professional, responsible, creative, and committed artist educators is an extension of this commitment.

The responsibilities of an effective art educator are challenging. Art Educators must orchestrate the 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. In art there will always be more than one correct answer. Art Educators must correlate the understanding of art and its purposes in society of past and present while teaching methodologies for imaginative and skilled visual imagery. Art Educators must use effective pedagogy to reveal the fact that the arts have a place in everyone's life.

Suzanne Canali  
Art Education Chairperson

New Hampshire Institute of Art  
Art Education Program

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## **I. 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, and resourceful, and who can facilitate the artistic growth of their students.

Heavily emphasized studio competencies underpin the pedagogical framework of the art educator curriculum coupled with academic studies in art education and field experiences to promote

multifaceted and skilled educators who adopt a holistic view of education and their students. All early fieldwork objectives for candidates are sequentially designed to prepare them for student teaching. Coursework and fieldwork are designed to develop critical thinking, research, problem-solving and communication skills. These capacities are critical in teaching, studio practices, professional relationships, and advocacy for the sustenance of art programs in public education. 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.

**(Goal 1) 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.

**Content Proficiency:**

Graduates use research to demonstrate mastery of concept and skill in their concentration.

**Addressed &/or Assessed:**

- Senior Studio
- Professional Artist
- Concentration Studio Courses
- Art History courses
- Early and culminating fieldwork evaluations made by the cooperating teacher and the Art Education Chairperson
- Candidate's Professional Portfolio

**Content Proficiency:**

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

**Addressed &/or Assessed**

- Students in the Art Education Program must maintain a 2.7 or higher CGPA.
- FND101 & FND102 Intro to Drawing I & II
- PHO101 Photo I
- CER101 Ceramics I
- PRT101 Printmaking I
- SCU101 Sculpture or FND103 3-D Design
- PTG101 Painting I
- PHO205 Digital Imaging or ILL303 Digital Illustration
- Annual student portfolio reviewed by professional evaluators.
- Annual programmatic evaluation via an external reviewer.
- Early and culminating fieldwork evaluations made by the cooperating teacher and art education faculty.
- Annual evaluations by studio faculty.
- Practitioner's Professional Portfolio.
- Students demonstrate mastery in at least one concentration area: Painting & Drawing, Illustration, Photography or Ceramics.

**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:
  - Writing ENG101 & ENG 102 6 credits
  - Art History Survey AHT201 & AHT202 6 credits
  - Art History 200 level 3 credits
  - Art History 300 level 3 credits
  - Literature ENG300 level 3 credits
  - History 3 credits
  - Humanities 3 credits
  - Related Arts 3 credits
  - Science 3 credits
  - Math 3 credits
  - Social Sciences SOC/AED208 & SOC/AED308 6 credits
  - Philosophy 3 credits
  - Professional Artist Writing Portfolio 3 credits
  - Art Education Students must pass the Praxis I™ exam
- Senior Studio final writing portfolio

**Content Proficiency:**

Students are able to teach art to their students using multiple approaches for the heterogeneous classroom.

**Addressed &/or Assessed:**

- Early Fieldwork in courses: AED100, AED204, AED206, AED402, AED 403
- Culminating Fieldwork in AED503 &504

**(Goal 2) Pedagogy:**

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

**Pedagogy Proficiency:**

Graduates understand how humans develop and learn.

**Addressed &/or Assessed:**

- Course and early Fieldwork: SOC208 Foundations Psychology, AED100 Foundations: Theory & Practice; AED204 Exceptionalities in Learning, AED402 & AED403

**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:**

- AED100 Foundations, AED402 & 403 Elementary and Secondary Methodologies for the Inclusive Classroom, AED505, AED 503 & 504, or AED506
- Professional Artist
- Senior writing portfolio

**Proficiency:**

Students learn legal and professional responsibilities in tracking and communicating progress of course competencies using a variety of assessment and technology methodologies.

**Addressed &/or Assessed**

- Introduced in AED100
- SOC/AED308 Exceptionalities in Learning
- Students design and use their own assessments for their lesson plans in AED402 & 403.
- Students use a wider lens to design curriculum in AED505 including course competencies and relative assessments.
- AED402, AED403, and culminating fieldwork introduce students to grading software and other digital assessment methodologies.

**Pedagogy Proficiency:**

Graduates use differentiation in their teaching to meet the needs of diverse learners.

**Addressed &/or Assessed:**

- AED100 Foundations, AED104 Educational Psychology, SOC/AED308 The Exceptional Learner, AED402 & 403 Elementary and Secondary Methodologies for the Inclusive Classroom, AED505, AED 503 & 504, or AED 506

**Pedagogy Proficiency:**

Graduates design standards-based lessons that encourage the development of creative, aesthetic, technical and critical skills in their students.

**Addressed &/or Assessed:**

- NHIA Mission and is common practice in all studios
- Understanding by Design model facilitated in AED100 Foundations: Theory & Practice and AED402/403 Elementary and Secondary Methodologies for the Inclusive Classroom
- Early Fieldwork evaluations in AED100, AED402, AED403
- Culminating Fieldwork Evaluations by the practitioner, cooperating teacher, and supervisor

**Pedagogy Proficiency:**

Graduates 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
- Understanding by Design model facilitated in AED100 Foundations: Theory & Practice and AED402/403 Elementary and Secondary Methodologies for the Inclusive Classroom
- Early Fieldwork evaluations in AED100, AED402, AED403
- Culminating Fieldwork Evaluations by the practitioner, cooperating teacher, and the supervisor.

**(Goal 3) Professionalism:**

**Graduates convey professionalism to their students, colleagues, and the school community.**

**Professional Proficiency:**

Graduates are thoughtful practitioners who value their professional development.

**Addressed &/or Assessed:**

- Graduates attend NH Art Educators' fall conference during their fifth year
- Culminating Fieldwork Evaluations by the practitioner, cooperating teacher, and supervisor
- Completion of service hours in the community
- SOC308 covers IEP team meetings and consultations
- Attendance at Institute guest lectures
- Attendance at conferences and events sponsored by their concentration
- Attendance at faculty meetings during culminating fieldwork
- Interviews of the candidate at cooperating schools
- Attendance and participation in professional development opportunities sponsored by the cooperating school
- Attitude and professionalism are assessed in AED100, AED402, AED403, AED503 & AED504, or AED506 - early and culminating fieldwork evaluations

**Professional Proficiency:**

Graduates are responsible and reliable practitioners.

**Addressed &/or Assessed:**

- Responsibility is assessed in AED100, AED308, AED402, and AED403 early fieldwork
- Responsibility is assessed through annual faculty evaluations

**Professional Proficiency:**

Graduates 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 AED100, AED402, AED403, AED503 & AED504, or AED506 - early and culminating fieldwork evaluations

**(Goal 4) Collaboration:**

**Graduates are thoughtful and reflective practitioners who self-assess and seek support from their peers as they grow in the profession.**

**Proficiency:**

Graduates engage and facilitate in the art of evaluation (critique) and self-evaluation \

**Addressed &/or Assessed:**

- Every studio course requires the development of this skill
- Participation in annual reviews
- Reflection journals for all fieldwork
- Artist statement written in senior studio
- SOC208 requires a thorough self-evaluation, SOC 308 requires practice teaching and peer critiques
- Collaboration is assessed in AED402, AED403, AED503 & AED504, or AED506 - early and culminating fieldwork evaluations
- Collaboration is assessed through annual faculty evaluations

- Students design and run their reflective Pedagogy Seminar throughout their fifth year.

**Proficiency:**

Graduates value being a part of a school community and collaborative relationships.

**Addressed &/or Assessed:**

- Students meet once every other week during their culminating fieldwork throughout year five.
- Students and the Art Education faculty work together as professional colleagues offering a reflective and evaluative environment
- Communication skills, initiative and collaborative relationships are assessed in SOC308, AED402, AED403, AED503 & AED504, or AED506 - early and culminating fieldwork evaluations

<b>Art Education Program Requirements* and Bench Marks</b>	
<b>1<sup>st</sup> year</b>	
<b>Fall</b>	<b>Spring</b>
Math	Intro I / Paint, Ceramics, or Photo for concentration *
English Composition I	English Composition II
Foundation Drawing	3D Design
Color Theory	Foundation Drawing II
2 D Design	Intro I / Paint, Ceramics or Photo for concentration * Students interested in art education do not take Materials and Processes
Students apply to the program by the end of their freshman year. It is recommended that students take the Praxis I Exam as early as possible in their freshman year. Studio competencies are reviewed at the end of the year.	
<b>2<sup>nd</sup> year</b>	
<b>Fall</b>	<b>Spring</b>
Survey Art History I	Survey Art History II
Foundations of Psychology	English/Literature
Printmaking	Art Education Foundations: Theory and Practice (15 hours fieldwork)
Studio concentration	Studio concentration
Studio concentration	Studio concentration
Applicants receive formal acceptance after they have successfully completed of AED100, passed the Praxis I exam, and have a favorable application. Studio competencies are reviewed at the end of the year.	
<b>3<sup>rd</sup> year</b>	
<b>Fall</b>	<b>Spring</b>
Studio concentration	Studio concentration
Studio concentration	Professional Artist
Renaissance and Baroque	Studio concentration
Studio concentration	Studio concentration
Exceptional Learner (15 hours fieldwork)	Digital Imaging *
It is suggested that candidates complete their 20 hours of service work by the end of their junior year. Studio competencies are reviewed at the end of the year.	
<b>4<sup>th</sup> year</b>	
<b>Fall</b>	<b>Spring</b>
Senior Studio	Senior Studio
Elementary Methods (40 hours fieldwork)	Intro I / Paint, Ceramics, or Photo*
Modern/Contemporary Art History	Secondary Methods (40 hours fieldwork)
Philosophy	Related Arts
Humanities	Science
Candidates apply for fifth year and culminating fieldwork. All Studio competencies are reviewed at the end of the year. Candidates accepted into their fifth year must have a 2.7 GPA, successfully passed all early fieldwork experiences. <b>Candidates must submit their respective culminating fieldwork placement forms</b> for scenario 1, as displayed below, or scenario 2 if student teaching is to be completed in one semester.	
<b>5<sup>th</sup> year</b>	
<b>Fall</b>	<b>Option I students</b> <b>Spring</b>
Elementary Student Teaching and Active Pedagogy (12 credits)	Secondary Student Teaching and A. Pedagogy (12 credits)
K-12 Curriculum and Assessment	

## BECOMING A CANDIDATE

### The Application:

**If applying to the Institute as a new BFA student**, applicants should check off the appropriate section on the application for admission. When the application is processed and accepted, the Registrar will code these students as interested in art educator certification. Students will enroll in the Art Educator Preparation Program during freshmen orientation.

**If applying to the Institute for the Art Educator Program and have already earned a degree** it is important to note that this is not at present an official conversion program. Interested individuals must complete the Institute BFA Admissions Application. Admissions and the Art Education department will work with each candidate to properly inform applicants of their individual responsibilities for admission and completion of the program. It is very important that applicants with a degree seeking certification work with financial aid throughout the admissions process, as there are circumstances where federal aid is not available.

**Enrolled Institute BFA students** must enroll in the art educator preparation program. Enrollment forms are available at the Art Education and the Registrar's offices. It is best to schedule a meeting with the Art Education Chairperson or the Chairperson's Assistant, when enrolling to become fully aware of credits applicable to the program.

### Requirements for enrolled students:

Two recommendations from faculty on an annual basis. This serves as evidence of the candidate's attitude, academic skills, artistic skills, work habits, personality and communication skills.

All applicants must maintain a **minimum 2.7 GPA** for candidacy.\* The applicant's GPA serves as an indicator of commitment to his or her own education.

Successful completion of the Praxis I exam.

All applicants will be informed of the decision in writing. Applicants that are not accepted into the program have the right to appeal, following the Institute's appeal process as stated in the BFA student handbook.

### The PRAXIS I Requirement (NHIA Testing Code 3668)

The State of New Hampshire mandates that educator candidates in every subject area pass all three sections of the Praxis I, a standardized exam originating from the College Board. The Institute requires that candidates successfully complete the Praxis as early as possible. Candidates may not apply for their culminating fifth year until the Registrar has received Praxis scores. Candidates may take the Praxis Exam as many as six times per year, however we recommend you prepare for the Praxis in order to prevent mounting fees. The Teti Library has test preparation books available. These books may also be purchase at local bookstores or order directly from the Praxis web site. Students may take their Praxis I as early as their freshman year.

Students with identified academic accommodations may have their test times extended. Please visit [www.ets.org/praxis](http://www.ets.org/praxis) to learn more.

Students must pass the Praxis I exam to apply and be assigned their culminating fieldwork. Students may take their Praxis I as early as their freshman year.

Students may take the exam by scheduling an appointment at a computer-testing site:

Concord: 603-224-8630

Nashua: Daniel Webster College 603-546-1500

Or by taking the traditional paper test. Testing sites around Manchester are at UNH Durham, Keene State, and Rivier College.

## MAINTAINING CANDIDACY

The mission and goals of the Art Educator Preparation Program at the Institute hold its candidates to the highest standards. The most important of these is that the Institute fulfills its responsibility to the State Department of Education to provide future educators that have demonstrated the various qualities expected of a practicing educator. Some of these attributes include being:

- responsible, reliable and exhibit good judgment
- an advocate for children
- a life long learner in all subject areas
- respectful to everyone including oneself
- an active participant in the learning community
- able to effectively communicate (speaking, listening and responding)
- flexible and responsible
- organized

The Art Education Department will actively maintain in communication with candidates and their faculty, advisors, cooperating teachers, and appropriate administrative offices at the Institute. This communication ensures 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.

## EARLY FIELDWORK AND SERVICE

### **Fieldwork Placements**

Early fieldwork allows candidates the opportunity to experience the profession to determine and/or confirm their decision to be an art educator. It is also structured to allow real world opportunities where candidates may place theory into practice. Candidates will complete a total of 110 hours of early fieldwork and 20 hours of service in art education. Placements are tracked so that candidates have experiences at urban, rural, and suburban schools at the elementary and secondary levels.

### **Candidate Expectations and Responsibilities:**

When a candidate is placed in a cooperating school, it is important to 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 at a school, and you should treat it as seriously as you would a job interview.

### **Advice from the field:**

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.

### **Expectations of our program:**

Regardless of any school's dress policy, students/candidates must look professional. **This means removing piercings, covering tattoos, and not wearing jeans or T-shirts while completing fieldwork.** College students are often open-minded and may exhibit more liberal attitudes about first impressions, especially on campus. First impressions are critical when completing fieldwork in any professional environment.

Always arrive early. Cooperating teachers are asked to complete evaluations of their candidates. These evaluations are used to determine grades, making decisions regarding candidacy, and/or evaluating applications for the culminating year.

Early fieldwork is required and completed in the following courses:

- 15 hours in AED100, Art Education Foundations: Theory and Practice;
- 15 hours in AED204, The Exceptional Learner;
- 40 hours in AED 402, Elementary Methodologies in an Inclusive Classroom,
- 40 hours in AED403, Secondary Methodologies in an Inclusive Classroom.

All fieldwork requires paperwork. All forms may be picked up at the Art Education office or at [nhia.edu](http://nhia.edu). Some forms may be handed out in class from your instructor. **Please refer to the benchmark checklist in this handbook.**

All paperwork from the field must be handed into the Art Education Office. The instructor will have them filed in the Art Education office. Applications into the preparatory program and for the culminating year must be handed in to the Art Education office. Log sheets and assessment forms must be given to a candidate's assigned faculty member teaching the specific course in which the fieldwork is completed. The faculty member is responsible for handing log sheets and assessments to the Art Education Chairperson. Candidates must hand in these forms to receive a grade for the course.

### **Faculty Expectations and Responsibilities**

Fieldwork assignments and placements are an integrated part of art education courses. Art Education instructors will provide detailed instructions regarding fieldwork placements. The Art Educator Preparation Program has identified schools in the local area and will make initial contact with cooperating teachers to propose a placement. Faculty will also provide cooperating teachers with a written copy of fieldwork expectations and a copy of the assessment rubric to evaluate the student. Once a placement is made the student/candidate will contact the cooperating teacher and will be responsible for all correspondence from that point forward. Instructors for methodology course placements will contact cooperating teachers midway and at the completion of placements. Methods coursework requires significantly more hours of fieldwork. The instructor and cooperating teacher are required to have more contact as assessment of the candidate are used to determine whether candidates should be accepted into their culminating year.

Institute faculty will provide cooperating teachers with written information about the specific requirements for candidates. Faculty will also provide the cooperating teacher with field-based goals and an evaluation of their candidate. Faculty will provide a cooperating teacher with any information from a candidate's record that the Institute believes would be helpful to the cooperating teacher in supervising the candidate's culminating field-based experience. The faculty member will also inform the candidate that such information will be shared.

### **Cooperating Teacher Expectations and Responsibilities**

All cooperating teachers will receive information clearly describing the responsibilities of candidates, clinical faculty, and themselves. The Institute asks that 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.

Mentoring a candidate adds another responsibility to a schedule that is already full. This is why we require all cooperating teachers have at least 5 years teaching experience to ensure multitasking without jeopardizing the education of the teacher's students. Candidates completing 15 hours of early fieldwork are at the beginning of the program and may need some suggestions and guidance to become more actively involved with classes.

The Institute strongly believes that matching candidates with cooperating teachers of similar personalities is not a priority. Rather, it is a priority to place our students with educators that share similar philosophies about art education and exhibit excellent communication skills. Cooperating teachers are given as much information about the candidate necessary for a positive start and overall experience. 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 and work formatively on a daily basis. For example, at the end of every day, ask each other questions such as: What went well? Did anything seem as if it could have gone smoother? Do you have any questions for me? Did you notice anything you want to bring to my attention? Fieldwork needs to be a mutual learning experience. Like creating a work of art, it is never finished only abandoned at the right time or the wrong time.

As much as we try to prepare our candidates, supervisors and cooperating teachers there may be circumstances beyond anyone's best intentions that will prevent a positive experience for one or all parties involved. Cooperating teachers are asked to report any problems regarding the candidate, the program, or both to the Institute faculty or the Art Educator Chairperson immediately. Contact information is recorded on the paperwork included with your contract. This is especially important during methodology fieldwork placements as these fieldwork experiences are used to assess whether the candidate is ready for student teaching, their culminating fieldwork.

The Institute 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 with certificates that may be used to take courses with the Institute's Continuing Education program. Certificate amounts are commensurate with the amount of hours required for the fieldwork assignment. Certificates are valid for one year and should be presented at the time of registration.

## CANDIDATE SERVICE PROPOSAL AND COMMITMENT

Service hours are an important part of fieldwork that must be completed prior to the fifth year. Most candidates will complete their 20 hours of service work during their junior year. Candidates may be approached with opportunities in the local community or candidates may have personal service aspirations of their own. **Candidates are required to complete a service proposal form and obtain approval from the Art Education Chairperson prior to the start of service work.** Candidates must have a contact person at the service work location. This person is responsible for validating the candidate's log sheets. Log sheets must be submitted to the Art Education Office. **Candidates must have service work completed prior to the application process for culminating fieldwork.**

## CULMINATING YEAR AND FIELDWORK (STUDENT TEACHING) POLICIES

Art Educator certification encompasses grades K-12 in the State of New Hampshire. This certification requires versatility, varying faculty expectations, and broad knowledge of skill development, age appropriate classroom management, and lesson facilitation techniques. Institute candidates do not have the choice of completing their culminating fieldwork in an elementary school or a secondary school. Candidates must have quality student teaching experiences in both educational settings.

To be placed in culminating fieldwork, candidates must be accepted into the culminating year. The application must be completed one month prior to the end of the candidate's final semester. Application forms and deadlines may be found online at [www.nhia.edu/art-education/](http://www.nhia.edu/art-education/)

- Candidates must have earned their BFA with a CGPA of 2.7 or higher.
- Candidates must be “proficient” or higher, according to their methodologies assessments by their cooperating teachers and Institute faculty on their fieldwork assessment rubrics.
- Candidates must demonstrate an understanding of the theories and practices of 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 must demonstrate the theories and practices of creating and contributing to learning communities.
- Candidates must consistently demonstrate responsible and professional work habits. This is demonstrated during early fieldwork, but is applicable to their classes at the Institute.
- Candidates must complete and pass an FBI background check in order to be placed in a public school to ensure a safe learning environment for children.
- Candidates must have all paperwork filed:
  - Annual faculty recommendations
  - Praxis I exam – passing score
  - Log sheets – 110 diversified hours for early fieldwork
  - Log Sheet for 20 hours of service hour
  - Copies of elementary and secondary methodology assessments
  - Culminating fieldwork application

The Institute offers two scenarios for culminating fieldwork to meet the educational and professional needs of its candidates.

### Scenario 1

**Two placements, one in elementary and one in secondary, over the course of two semesters. Each placement is for 15 weeks. A total of 24 credits are completed over two semesters.** It is designed to provide candidates with the best scenario for a successful experience. Candidates are able to work with their cooperating teachers from the beginning to near the end of each semester, focusing on one age group. There is more time to plan lessons, to reflect and self-evaluate, to get to know the students, faculty, and administration and to experience the culture of the school. This scenario also allows candidates to complete at least one grading period and two quarters of progress reports. This is the ideal scenario. Candidates will take an in-depth course in curriculum and assessment in concert with the grade level (elementary or secondary) they are placed.

## Scenario 2

**Two placements in one semester. These placements must rotate over the course of 16 weeks.**

*This scenario is designed and made available for students that are either transfer students or Interdisciplinary graduates and must have the Art Education Chairperson's approval.* Due to the course load of Interdisciplinary students or discrepancies in transfer credits, **this scenario is made available for qualified candidates who possess a CGPA of 3.5 or higher.** This scenario is much more rigorous than the first scenario. Candidates are expected to student teach at both grade levels simultaneously, therefore school schedules must be carefully considered for this option.

All candidates are expected to complete the first scenario unless otherwise advised by the candidate's advisor and approved by the Art Education Chairperson. 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. Late applications will not be accommodated.**

All candidates self-assess as well as receive supervisor and cooperating teacher assessments (formative and summative). Assessment criteria are completed in the following areas:

- Professionalism
- Classroom Culture
- Pedagogy

## CRIMINAL RECORDS CHECK FOR CULMINATING FIELDWORK

All persons who regularly come in contact with pupils are required to complete a criminal history records check before beginning student teaching per the Act Relative to School Employee Background Investigations, Chapter 77, (August 2, 1997) Candidates must complete the criminal records check for licensure and all forms are kept confidential. The check costs approximately \$34 in the State of New Hampshire. Some school districts will reimburse candidates at the conclusion of the placement. Candidates must have background checks for both elementary and secondary placements unless schools are in the same district.

**Once candidates receive their placements they must go to their respective Superintendent Administrative Unit (SAU) office and pick up a criminal record release authorization form and fingerprint card.** Please contact the cooperating school to confirm additional paperwork required for the local police department. Candidates cannot begin student teaching without these results.

Candidates are required to complete the form (s) and get fingerprinted at the local police department in the placement school district. Candidates may be placed in more than one district and must identify each district on the release form. Return the release form, fingerprint card, and payment to the School Administrative Unit (SAU) office.

The SAU office will submit the forms. Candidates are eligible to participate in regular school activities immediately following the submission of the materials to the SAU office. Completed criminal history record forms submitted to SAU will be submitted to the NH State Department of Education. No applicant can be employed (or student teach) if such person has been convicted of:

- (1) murder,
- (2) child pornography,
- (3) aggravated felonious sexual assault,
- (4) felonious sexual assault, or
- (5) kidnapping.

**Employment may be denied by the SAU should candidates have other convictions on their record.**

## PREPARING FOR THE STUDENT TEACHER EXPERIENCE

Applications for student teaching must be completed in their senior year. Requirements for the application include:

- Copies of methodologies assessments by cooperating teachers and instructors
- Grad verification (must have a CGPA of 2.7 or higher)
- Formal cover letter requesting acceptance for culminating fieldwork, defending the candidates desires to proceed with certification.
- Written philosophy of art education and/or being an art educator.

*Culminating fieldwork applications must be received prior to grades closing, thus acceptance will be on a provisional basis until grades are verified.*

Applicants must research their prospects for student teaching. Even though the Art Education Chairperson and supervisors assume responsibility to ensure the Institute has contracted with exceptional cooperating teachers, responsibility is placed on the applicant to identify a positive mentorship for them. 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.

Possible questions to include in the interview are:

- 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.

Student teachers are considered faculty members at their cooperating schools and share instructional responsibilities with the faculty of the cooperating school. The student's presence allows for a richer and more diverse educational program, however student teachers are not replacements for regular teachers.

Student teachers work under the direct supervision of one or more cooperating teachers: teachers who have demonstrated outstanding ability and a willingness to instruct and mentor beginning teachers, and who themselves 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 their cooperating school.

In some cases a student teacher may change placements at mid-year. 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.

**Paid and Unpaid Student Teaching:** All student teachers at the New Hampshire Institute of Art students. Student teachers pay tuition for elementary and secondary student teaching and active pedagogy. 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 as a substitute because the cooperating teacher is out of the building.

**The Student Teacher Plan:** During the first 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. As the semester progresses for student teachers, their role in the classroom should parallel that of a beginning teacher. Generally speaking, the student teacher should assume responsibility for all classes by the sixth week and be operating with a considerable amount of autonomy by the tenth week.

**Time Alone in the Classroom:** Student teachers, on average, gradually take over the course load of their cooperating teacher. Some student teachers will assume the role of classroom teachers faster than others. The Institute 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 isolated teaching in 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 INSTITUTE'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 Chairperson, prior to assigning students teachers, visits all contracted schools. The Art Education Chairperson 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. Candidates must play an active role in selecting an Institute-approved cooperating school by meeting and interviewing possible cooperating teachers prior to the placement form deadline. 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 Fieldwork Placements:**

Each cooperating teacher will receive an award letter from the Institutional Advancement Department upon completion of the candidate's placement. A cooperating teacher will receive a \$350 Art Bucks card usable toward any Institute Continuing Education course. The credit may also be used at the Institute's Camera Shop and Art Supply Store for supplies and/or texts that would benefit his or her art program.

The cooperating teacher takes responsibility for:

- Attending the Cooperating Teacher Orientation held at the Institute,
- Creating a workspace for the intern so that s/he is an integral part of the classroom;
- Providing a space for the student teacher to exhibit his or her art work in the school;
- Providing the student teacher with a rank book and lesson plan book;
- Introducing the intern to the school principal, other teachers, specialists, custodians, the librarian, and the school nurse;
- Touring 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;
- Showing the student teacher the basic classroom set-up, including where supplies are kept;
- Showing the student teacher basic record-keeping procedures and how to operate equipment such as movie projectors and mimeograph machines;
- Discussing 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;
- Discussing generally his/her philosophy of education and specific expectations such as classroom procedures, clean up, etc. for the placement;
- Arranging firm times for regular meetings with the intern;
- Deciding how to introduce the student teacher to parents and students and including him/her in teacher parent conferences;
- Acquainting the student teacher with local community norms and characteristics,
- Providing the student teacher with copies of the student handbook, faculty handbook and texts for summer/winter break study;
- Providing four formal assessments (three for Option two students) using the provided rubric at orientation.

All cooperating teachers are expected to attend a cooperating teacher orientation at the beginning of the placement. Orientation meetings take place within two weeks of starting the placement. All 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 their respective cooperating teacher contracts, and assessment rubrics at the orientation. The orientation leader will also ask attendees if there is an interest in coming to the Institute for a coordinated professional development day during their candidates solo week.

The Institute allows their 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.

**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. The Institute 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 first day of class. This may be as simple as taking attendance and passing out and/or collecting materials. Student teachers, on average, gradually take over the course load of their cooperating teacher. Some student teachers will assume the role of classroom teacher faster than others. Student teachers will most likely take over their first class after two weeks assisting the cooperating teacher. It is important that the cooperating teacher allow the student teacher to work independently while providing mentorship. Usually the earlier the student teacher is left responsible 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. It is important for 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 ways of multi-task management. However, it is the cooperating teacher's responsibility to ensure that mistakes made by the student teacher are addressed and rectified, especially when it pertains to classroom management and delivery of curriculum.

**All student teachers must complete at least one week of isolated teaching in each placement.** In planning for this week, it is important that the cooperating teacher work closely with the student teacher to ensure that classroom curriculum and procedures continue to be met. 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.

**As much as we try to prepare our candidates, supervisors and cooperating teachers there may be circumstances beyond anyone's best intentions that will prevent a positive experience for one or all parties involved.** It is critical that a positive working relationship exist between all members of the team. Differences will arise in working relationships and will provide excellent opportunities for team members to grow and develop as educators. Differences need to be addressed early and often. This can happen between the cooperating teacher and the student teacher over lunch or after school. It is helpful for the cooperating teacher to keep the supervisor informed of these discussions via email so the supervisor may assess how well any or all issues have been addressed during a scheduled visit. 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. 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. 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. 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 Chairperson determine whether a new placement is appropriate.

## ART EDUCATION SUPERVISORS AT THE INSTITUTE

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.

Art Education Supervisors will:

- Organize and present cooperating teacher orientation.
- Visit a candidate's cooperating school assignments a minimum of four times per semester to observe, conference, or work with the student teacher for other purposes related to his or her practicum.
- Working 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.
- Responsible for arranging four, three-way assessment conferences throughout each semester for the intern, cooperating teacher, and supervisor to discuss the student teacher's progress and to map out plans for future work.

### 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. Ultimately, it is the cooperating teacher and the supervisor who determine whether or not a student teacher will pass or fail the course. All members of the team complete the same assessment rubric (copy provided in the forms section). There are four rounds of assessment. The team will meet after every assessment during rounds 1 – 3 and determine pedagogical objectives for the student teacher. Student teachers are evaluated in respect to their professionalism, classroom atmosphere, pedagogy, and their digital portfolio. Upon completion of the final assessment round, the student teacher will either meet directly with his or her supervisor, cooperating teacher or both to discuss his or her evaluation 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.

### **DIGITAL PORTFOLIO**

All candidates must complete a digital portfolio and present it to his or her supervisor by the assigned deadline. The digital portfolio must include:

- Resume
- Final philosophy of Art Education
- Concentration portfolio
- All other studio competencies
- Elementary curriculum
- Secondary curriculum
- Elementary lesson plans with supporting photographs of students and final products
- Secondary lesson plans with supporting photographs of students and final products

- Scanned copy of credential for beginning educator (to be added once candidate receives credentialing)

The Institute will provide time during pedagogy seminar to address resume and cover letter writing, interviewing, and presentation skills for every candidate's fifth year.

Candidates are invited to attend graduation to receive their certificate of completion from the program. Your supervisor will make more specific information available to you.

## K-12 STATE OF NEW HAMPSHIRE CERTIFICATION APPLICATION

Once a candidate has completed student teaching, he/she must attain an application for Certification from an Approved Professional Preparatory Program in the Art Education Office. The completed application and fee, payable by check, must be handed in to the Art Education Office. The candidate's records will be audited, ensuring that all fieldwork contracts and assessments have been properly recorded in the candidate's file. Once the Art Education staff has verified this criterion, the application is reviewed by the Registrar's office where grades and Praxis scores are verified. The Registrar will sign and place the Institute seal on the application, place a copy of the application in the candidate's file, and mail the original with the candidate's check to the NH State Department of Education. The Bureau of Credentialing at the NH State Department of Education in Concord, NH processes applications. Once the candidate receives their 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.

Certifications are renewable every three years and require educators to obtain at least 75 hours of professional development between renewals. Failure to do so will require the educator to retake and pass the Praxis exam before certification can be renewed.