TUFTS UNIVERSITY

IN AFFILIATION WITH

THE SCHOOL OF THE MUSEUM OF FINE ARTS, BOSTON

TEACHER EDUCATION PROGRAM

PRE-PRACTICUM FIELD PROGRAM

IN ART EDUCATION

Field Studies in Art Education EDS 179 Pre-K-8

&

Field Studies in Art Education EDS 180 5-12
Welcome!
Thank you for hosting one of our students in the Tufts University and Museum School affiliated Art Education Program as a pre-practicum intern. Enclosed you will find information regarding the objectives and expectations for our pre-practicum student internships. It is our goal to individualize student internships as much as possible, and for this reason the mentor teachers and art education students are encouraged to determine how they might best serve and learn from one another.

The Role of the Pre-practicum Intern
During the Pre-practicum Field Studies Internship, students typically spend one day a week in the public school setting and have an additional Saturday or Sunday morning internships at the Museum of Fine Arts, Boston through the Museum Learning and Public Programs. While in the pre-practicum phase of their development as art teachers, our students observe and assist. They may exceed that role if the mentor teacher and the student agree that it would be appropriate and possible. This might depend on the amount of past experience the student has working with young people, the level of maturity and confidence the student possesses, or the special skills the student brings to your program.

Documentation
A multi-page document is included in this on-line packet for your information. It includes two forms to complete and return to the Director of Art Education at the Museum School at the conclusion of the Pre-practicum Internship. Feel free to add any additional information you believe is important. Please bear in mind that this document is not intended as a tool for grading the student. Rather, it provides documentation of the pre-practicum experience and it records the student’s participation during her/his time spent with you and your classes. This document becomes a permanent record of the student’s teacher education file.

Time Log
Students in the pre-practicum internship are responsible for keeping an accurate Time Log of their hours of attendance in your classroom and school. While keeping the Log is the student’s responsibility, you will be asked to confirm the hours with your signature at the conclusion of the pre-practicum internship.

Your interest in this student’s development as a future art teacher is invaluable and appreciated. We kindly ask the Supervising Practitioner (cooperating teacher) to please complete and return the following:
• **Supervising Practitioner (cooperating teacher) Information Form** (return by the end of September).

• **Pre-practicum Internship Documentation** (return by the end of the fall Tufts University academic calendar: the end of November).

The pre-practicum student teaching intern will complete the:

• **Time Log signed by supervising practitioner (cooperating teacher).**
SUPERVISING PRACTITIONER (COOPERATING TEACHER) INFORMATION FORM
(Return at the beginning of the fall semester.)

Supervising Practitioner Information
Title (Mr./Ms./Dr.)_______
Name _____________________________________________________________
Home Address _____________________________________________________
City, State, Zip ____________________________________________________
Telephone _________________________________________________________
Email ____________________________________________________________
Last 4 numbers of Social Security Number:____________________________

School Placement Information
School Name __________________________________________________________________
School Address __________________________________________________________
City, State, Zip _________________________________________________________
Telephone _____________________________________________________________

Licensure Information
State Department of Education License #_______________________________
Licensed Subject Area______________________________________________
Licensed Levels____________________________________________________

Student Information
Student Name _________________________________________________________
Semester ____________________ Year ________________________
PRE-PRACTICUM INTERNSHIP DOCUMENTATION
(Return at the end of the fall semester.)

Name of Student _______________________________________________________________

Signature of Supervising Practitioner (cooperating teacher) _____________________________

Name of School/Program ________________________________________________________

School/Program Address _________________________________________________________

Date of Pre-practicum Internship, from _______________ to ___________________________

Please respond to the following questions with respect to the performance of the TU/SMFA pre-practicum intern who worked with you this semester. This form is intended to provide an overall, qualitative assessment from your perspective. Feel free to comment further on the back of this form.

1. In what manner did the student participate in your program? Please check all that apply.
   (  ) Observation (  ) Occasionally (  ) Often (  ) NA
   (  ) Assisted in on-going instruction (  ) Occasionally (  ) Often (  ) NA
   (  ) Worked with individual students (  ) Occasionally (  ) Often (  ) NA
   (  ) Worked with small groups (  ) Occasionally (  ) Often (  ) NA
   (  ) Worked with whole class (  ) Occasionally (  ) Often (  ) NA
   (  ) Introduced own lesson (  ) Occasionally (  ) Often (  ) NA

2. Did the student act in a dependable, responsible, and professional manner during the internship?

3. Describe ways in which the student may have provided enrichment or new experiences for your classes and/or yourself.

4. Areas of strength you may have seen in the student as a potential teacher of art.

5. Do you have suggestions for the student, of areas to strengthen and develop during his/her full time student teaching internship?

6. Additional information you feel may be helpful for the student and/or the program.
ABOUT OUR PROGRAM

Tufts University, in affiliation with the School of The Museum of Fine Arts, offers programs in art education for students who are or have been studio art majors and are preparing to become art educators. Preparation for art teacher licensure is available through the Master of Arts in Teaching in Art Education.

The Master of Arts in Teaching in Art Education is a 10-12 course program that typically takes 12 months; one year and one summer to complete. This program is for candidates who hold a degree in visual art or the equivalent. The M.A.T. leads to eligibility for the initial art teacher license for grades Pre-K-8 or 5-12.

The Pre-Practicum Field Internships offered through Tufts University and The Museum School Art Education Program affords student teaching interns opportunities to observe, assist, and reflect on art programs for elementary and secondary students in schools and community programs. Pre-practicum internship partnerships are made with consideration for the needs of both students and the mentor teachers in the field programs. The pre-practicum intern’s role may vary depending on the type of program and each student’s individual readiness to become involved. It is through their experiences in contemporary art programs for children and adolescents that art education students gain realistic views of student populations, school cultures, art curricula, and the diverse roles art teachers play as they meet their professional responsibilities.

In compliance with present teacher licensure regulations, students participate in substantial education field experiences, including pre-practicum (prior to student teaching) and practicum (student teaching) internships. All students in this program work toward teacher licensure and participate in pre-practicum field internships. The pre-practicum internship is coupled with a related art education field study seminar course. Successful completion of the field studies course and the related internship is a pre-requisite to acceptance into a full 300-hour practicum.

Students in the Art Education Program complete one course in field studies in art education. Those students preparing for elementary licensure take EDS 179 Field Studies in Art Pre-K-8, and those preparing for secondary licensure take EDS 180 Field Studies in Art 5-12. Within the context of both courses each student serves two different pre-practicum internship sites. One of these is with the Museum Learning and Public Programs Education Department and at the Museum of Fine Arts, Boston. The other is a public or private school part-time internship that will become the full-time practicum student teaching internship in the following semester.

PRE-PRACTICUM INTERNSHIP EXPERIENCE FOR STUDENTS IN ART EDUCATION

Goals for Participation in Museum and School Settings

Pre-practicum Field internships are made with consideration for the students’ own art interests and experiences with young children and/or adolescents, the students' fall academic and studio class schedules, and the needs of the programs in which they are working. The
nature of the program is a determining factor in the role that the student intern will play and the responsibilities s/he will hold.

Pre-service teachers receive guidance and mentoring at both the pre-practicum site and in seminar discussions. Our mentoring reflects the Standards for Visual Art Teacher Licensure Pre-K-8 and 5-12. In what follows, the Standards are summarized.

- Students spend the equivalent of one school day a week in their public or private school placements and an additional weekly placement in the Museum of Fine Arts, Boston’s Learning and Public Programs Department working in programs for children or adolescents.

- Students observe and reflect upon the nature and diversity of visual art experiences offered for children and adolescents in art museum and school settings. Observations include teaching strategies, student behaviors, learning communities and cultures, visual art curricula, and the use of technologies in art teaching.

- Students will observe and participate in all aspects of teaching art including preparation for lessons, delivery of effective instruction, classroom management, and assessment strategies appropriate for children and adolescents. They are not expected to perform administrative tasks unrelated to the direct role of the museum educator or the classroom art teacher.

- Students utilize the museum or school site as a research base for the study of and reflection on age level appropriate student behaviors, lessons and curriculum, and teaching and learning strategies.

- Students observe and participate in the use of the MFA’s collections for teaching children and adolescents about objects of art in the museum setting. They learn how to forge relationships with museums, and how art reproductions may be used as motivational materials in non-museum classroom settings.

- Students, in their related seminar discussion compare and contrast school cultures, diversity among schools and student populations, art curricula, teaching and assessment strategies, students with special needs, and the diverse roles art teachers play in meeting their professional responsibilities in school and museum settings.

- Students reflect on their observations of and experiences in school and museum art program settings through focused journal writing assignments.

- Students contribute to discussions on development of lessons and curriculum for museum and school art programs.

- Students act as teaching assistants and design and lead independent activities as appropriate to their individual readiness and experiences.
PROFESSIONAL STANDARDS
FOR VISUAL ART TEACHER LICENSURE IN MASSACHUSETTS
7:08 (1) (2) and 7:06 (29)

As defined by the Commonwealth of Massachusetts Department of Education for the Licensure of Classroom Teachers, the following professional standards guide the preparation of pre-service teachers of visual art in the Tufts University and Museum School affiliated programs in art education. These standards guide and focus the preparation of our pre-service teachers in their activities at school sites as well as their participation in college courses.

In their preparation as teachers of visual art, it is expected that pre-service teachers observe, reflect on, and practice the standards that are outlined below. These Standards are offered as a guide for the professional mentoring pre-service teachers will receive during the pre-practicum phase of their preparation.

7.08: Professional Standards for Teachers

(1.) Application

The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These Standards are used by teacher preparation providers in preparing their candidates, by the Massachusetts Department of Education in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a Performance Assessment for Initial License at the end of their practicum experience.

(2.) Standards for All Teachers except Library and Speech, Language, and Hearing Disorders Teachers

A. Plans Curriculum and Instruction.

1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, and range of cognitive levels being taught.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.
9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

B. Delivers Effective Instruction.

1. Communicates high standards and expectations when beginning the lesson:
   a. Makes learning objectives clear to students.
   b. Communicates clearly in writing and speaking.
   c. Uses engaging ways to begin a new unit of study or lesson.
   d. Builds on students' prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson:
   a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
   b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
   c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.
   d. Employs a variety of reading and writing strategies for addressing learning objectives.
   e. Uses questioning to stimulate thinking and encourages all students to respond.
   f. Uses instructional technology appropriately.
   g. Employs appropriate sheltered English or subject matter strategies for English learners.
   h. Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
3. Communicates high standards and expectations when extending and completing the lesson:
   a. Assigns homework or practice that furthers student learning and checks it.
   b. Provides regular and frequent feedback to students on their progress.
   c. Provides many and varied opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning:
   a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
   b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.
C. Manages Classroom Climate and Operation.

1. Creates an environment that is conducive to learning.
2. Creates a physical environment appropriate to a range of learning activities.
3. Maintains appropriate standards of behavior, mutual respect, and safety.
4. Manages classroom routines and procedures without loss of significant instructional time.

D. Promotes Equity.

1. Encourages all students to believe that effort is a key to achievement.
2. Works to promote achievement by all students without exception.
3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.
5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

E. Meets Professional Responsibilities.

1. Understands his or her legal and moral responsibilities.
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

The Subject Matter Knowledge Requirement for Licensure of Teachers of Visual Art

The Subject Matter Knowledge Requirement is concerned with the extent of the teacher’s knowledge of his or her subject field. For teachers of Visual Art this knowledge is gained through extensive course work and experience in studio art and art history.

7.06: Subject Matter Knowledge Requirements for Teachers
(29) Visual Art (Levels PreK-8; 5-12)
(a) Elements of Art and the principles of design
(b) Methods, materials, and techniques unique to the visual arts in: drawing, painting, sculpture, printmaking, collage, crafts, photography, film, and electronic technologies
(c) Observation, abstraction, invention, and representation in visual art
(d) Theories of artistic creativity and aesthetics; philosophies of prominent artists and art educators
(e) Art criticism: concepts of style and stylistic change
(f) Artistic development in children and adolescents
(g) Major developments, periods, and artists in Western traditions in art and architecture
(h) Major developments, periods, and artists in American art and architecture from 1650 to the present
(i) Characteristics of art and architecture in two non-Western artistic traditions stylistically different from each other
(j) Influences of non-Western artistic traditions on Western art; influences of Western art on non-Western artistic traditions.
RESPONSIBILITIES RELATED TO PRE-PRACTICUM EXPERIENCE

A. The Pre-practicum Internship

1. Art education students are placed as pre-practicum interns at designated field sites with instructors who desire to work with and mentor them.
2. Each internship arrangement is made with the consent of:
   a) The art education instructor
   b) Field program personnel
   c) The art education student
   d) The director of the art education program
3. Each pre-practicum internship is a binding agreement by the parties involved at both the field site and the Museum School.
4. Internship termination is considered only when circumstances of the field site become counter-productive; if termination must be considered, the parties in #2 above would meet to determine the circumstances and actions to be considered and taken.

B. The Length and Form of Pre-practicum Field Internships

1. Art education students complete a school and a museum pre-practicum internship prior to beginning the full practicum internship. For the pre-practicum internship, more than two thirds of the time is spent in a public or private school and the remainder in the museum education setting. All fieldwork must be done within the context of a Tufts course, either EDS 179 or EDS 180. Pre-practicum internships typically require a minimum of 75 hours in the field.
2. The nature of pre-practicum field internships is individual and flexible to allow for student and field program needs and differences. The extent of each internship is determined by Tufts University’s fall semester calendar.
3. Art education students are expected to fulfill the given daily time requirement designated by the site instructor. This may include time beyond the actual teaching and involve set-up, clean up and discussion of the lesson before and after the class period.

C. Responsibilities of Tufts University and The School of the Museum of Fine Arts

1. A record of all the art education student field internships is kept in the Art Education Office at the Museum School.
2. A 1.0 credit course (a weekly 3 hour class meeting) is offered by Tufts University at the Museum School in support of students in pre-practicum placements.
3. At the end of each pre-practicum internship a one-page form is received from the supervising practitioner (cooperating teacher) to document the experience. These documents are kept on file in the Art Education Office at the Museum School.
School and serve as verification of the students' fulfillment of the required pre-practicum field experience for Massachusetts Teacher Licensure.

D. Art Education Student Responsibilities

1. Art education students observe and actively participate as teaching assistants in their assigned classes. The amount of responsibility assumed by a student depends on the student’s past experience in art and education, level of maturity and confidence, specific artistic skills, readiness to accept professional responsibilities and field program structure.
2. Art education students meet with the supervising practitioner (cooperating teacher) before and after class meetings as required, helping to make each other’s participation in the program a positive and productive experience.
3. Art education students are professional, punctual, responsible, and dependable throughout the internship and inform the supervising practitioner (cooperating teacher) if they are to be absent.
4. Art education students, under all normal circumstances, fulfill the entire length of any internship initially agreed upon.
5. Art education students share their special skills with supervising practitioner (cooperating teacher) and students as occasions to do so arise.

E. Field Program Responsibilities

1. Each art education student is placed in a class under the direction of an experienced instructor involved in the teaching of visual art to children or adolescents.
2. The supervising practitioner (cooperating teacher) provides the pre-practicum intern with as much information about their class, program and teaching methods as practical and possible.
3. The supervising practitioner (cooperating teacher) introduces the student as an assistant teacher to his/her classes and art department school personnel.
4. The supervising practitioner (cooperating teacher) works with the student to clearly define the role she/he will play during the placement.
5. The supervising practitioner (cooperating teacher) guides and mentors assistant teachers in observation and teaching of students and curriculum.
6. The supervising practitioner (cooperating teacher) completes a form that documents the student’s participation in the pre-practicum internship.
HELPFUL INFORMATION FOR
Supervising Practitioner (Cooperating Teacher)

The following suggestions are intended to help supervising practitioner (cooperating teacher) and pre-practicum interns begin a clearly defined and comfortable working relationship together. Pre-practicum interns, who are securely established in their field sites, function more effectively, are able to share more with their classes, are a greater help to the mentor teachers and enjoy a richer learning experience.

Suggestion for how supervising practitioner (cooperating teacher) may help pre-practicum become comfortable with their assignments.

1. Sharing telephone numbers and e-mail addresses at an initial meeting.
2. Confirming the starting and ending dates of the student’s assignments.
3. Explaining vacation dates, no school days, etc.
4. Designating the proper time to arrive and leave class sessions.
5. Defining the way interns, in the event of their absence, should notify the field teacher.
6. Introducing the assistant to the class the first day.
7. Assigning a specific role to the intern so his/her purpose may be understood by the class.
8. Discussing professional dress and behaviors, if necessary.
9. Setting regular times to meet to discuss lesson planning and review

Information which would be helpful to pre-practicum student interns.

1. A curriculum guide, examples of past programs, projects and the like.
2. A copy of the art class schedule with specific daily hours/minutes listed.
3. A list of names of the students in the class.
4. Familiarization with available supplies and procedures and how and where to get others; if possible.
5. A schedule of holiday dates.
6. Any class or studio rules and procedures.
7. Location of rest rooms, lunch room, vending machines, telephones, computers.

Manner in which pre-practicum intern may be helpful within the class.

1. To help with set up prior to the class.
2. To help with clean-up after the class.
3. To be available to discuss the lessons before and after classes meet.
4. To assist the field teacher with on going lessons.
5. To work with students on an individual or group basis to motivate a new lesson or help with ongoing lessons.
6. To plan in advance and discuss with their mentor teacher their own lesson(s) for the class.
7. To bring special skills to share with program personnel and students.
8. To assist in research efforts by gathering resource information for the program as a whole and/or particular activities.