



Demonstrating

Professional Knowledge

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A key to success in student teaching is demonstrating your understanding of professional content. What is professional knowledge? In art education, it's how you, as a teacher, deal with: (1) student development and learning; and (2) instructional planning, management, and assessment. In other words, how well you understand and address the needs of students and the general classroom environment.

The National Art Education Association has developed criteria

for art teacher preparation. The following checklist is a brief introduction to those standards. Review these points with your cooperating teacher or university supervisor. What standards are you meeting? Where do you need more work? ☞

Reference

Note: This article is a brief overview of a more detailed document. Readers are strongly encouraged to read the following reference material:

Henry, C., et al. *Standards for Art Teacher Preparation*. Reston, VA: National Art Education Association, 1999.

In addition, individual states have professional teaching standards. You should refer to those standards during your student teaching experience.

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Instructional Planning, Management, and Assessment

Pre-professional art teachers (student-teachers) should be able to:

1. use local, state, and/or national standards as a curriculum framework for comprehensive art-based lessons;
2. develop short-term and long-term instructional goals as a part of a sequential curriculum;
3. develop a curriculum that explores the breadth and depth of art from diverse times, cultures, and places;
4. provide students with a knowledge base that includes components of art history, aesthetics, critical inquiry, and production;
5. design art-based curricula to promote higher-level critical thinking skills;
6. incorporate appropriate resources such as commercial curricula, museum guides, and art objects to address curricular goals;
7. make and articulate curriculum decisions tempered by context (e.g., student, school, and community needs);
8. show flexibility in adapting curriculum;
9. communicate to a wide audience about career options in art;
10. help students understand and appreciate a broad range of art;
11. develop a physically and emotionally safe learning environment;
12. demonstrate characteristics of fairness and equality among all students;
13. help students take responsibility for their own learning;
14. reflect upon personal learning and teaching practices;
15. help to dispel stereotypes about art teachers and art teaching;
16. use multiple methods of assessment (both formative and summative);
17. convey successes to all stakeholders.

Student Development and Learning

Pre-professional art teachers (student-teachers) should be able to:

1. demonstrate a basic understanding of artistic development of learners and recognize that physiological, experiential, and social factors affect developmental processes;
2. understand that individuals progress at various rates in artistic development and distinguish among individual students the stages of artistic development for creating and responding to art;
3. develop teaching strategies that address the needs of diverse learners;
4. infer by watching students that individual differences among students exist;
5. show an intrinsic respect and sensitivity for various socioeconomic and cultural backgrounds and interests of students;
6. assist students with creating and responding to art in ways that are reflective of their individual experiences and interests;
7. provide art learning experiences that challenge students while being appropriate for cognitive, physical, and emotional abilities.