

**Fulfill Professional State Standards for Teachers
through Innovative Assignments towards Outstanding Practice
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InTASC STANDARD (2011)	Art Education: Examples of Artifacts
<p>1) Learner Development <i>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.</i></p>	<ul style="list-style-type: none"> • Enduring Idea curriculum highlighting scaffolding of concepts and/or techniques from simple to complex • Reflections after each SMArt session: Highlighting goals set, achieved, and setting of new goals
<p>2) Learning Differences <i>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.</i></p>	<ul style="list-style-type: none"> • Lesson plans: “Accommodating Special Needs” section of each LP • Lesson Plans: highlighting those that incorporate diverse teaching strategies to appeal to diverse learning strategies (demonstrations, discussions, handouts, motivational presentations, and more) • Lesson Plans: highlighting lessons that strongly focus upon multicultural/historical/interdisciplinary objectives (see Objectives section in LP)
<p>3) Learning Environments <i>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.</i></p>	<ul style="list-style-type: none"> • Lesson Plans: Classroom Set-up Section (with descriptions and rationales) • Lesson Plans highlighting collaborative activities/projects in which students participated • Classroom Expectations posters • Lesson Plans highlighting use of technology for research
<p>4) Content Knowledge <i>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.</i></p>	<ul style="list-style-type: none"> • Student Interest Survey: Survey, analysis, and reflection (data used to tailor curricula and LPs) • Enduring Idea curricula tailored to students’ interests/contexts and highlighting scaffolding of concepts/techniques • Lesson Plans: highlighting those that incorporate diverse teaching strategies to appeal to diverse learning strategies (demonstrations, discussions, handouts, motivational presentations, and more) • Lesson Plan incorporating Gallery Visit: Gallery visit plans, various strategies used to talk about art

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<p>5) Applications of Content <i>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.</i></p>	<ul style="list-style-type: none"> • Enduring Idea curricula, and according Lesson Plans • Lesson Plans: highlighting lessons that strongly focus upon multicultural/historical/interdisciplinary objectives (see Objectives section in LP)
<p>6) Assessment <i>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.</i></p>	<ul style="list-style-type: none"> • Lesson Plans: Formative and Summative Assessment sections • Formative Assessment tool • Summative Assessment tool • Student Interest Survey: Survey, analysis, and reflection
<p>7) Planning for Instruction <i>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.</i></p>	<ul style="list-style-type: none"> • Student Interest Survey: Survey, analysis, and reflection • Lesson Plans: sections on Rationale, Objectives, and State Standards fulfilled • Lesson Plans: highlighting lessons that strongly focus upon multicultural/historical/interdisciplinary objectives (see Objectives section in LP)
<p>8) Instructional Strategies <i>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.</i></p>	<ul style="list-style-type: none"> • Lesson Plans: highlighting those that incorporate diverse teaching strategies to appeal to diverse learning strategies (demonstrations, discussions, handouts, motivational presentations, and more) • Lesson Plan incorporating Technology Component • Lesson Plan incorporating Gallery Visit: Gallery visit plans, various strategies used to talk about art • Reflections on/after each assignment
<p>9) Professional Learning and Ethical Practice <i>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.</i></p>	<ul style="list-style-type: none"> • Student Interest Survey: Survey, analysis, and reflection • Reflections after each SMARt session: Highlighting goals set, achieved, and setting of new goals • NAEA conference reflections/journal • MAEA conference reflections/journal •
<p>10) Leadership and Collaboration <i>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.</i></p>	<ul style="list-style-type: none"> • Welcome door sign, info about teachers • Welcome Newsletter