New Course Request

1. School/Division: Herron School of Art & Design
2. Academic Subject Code: HER
3. Course Number: M220 (must be cleared with University Enrollment Services)
4. Instructor: variable
5. Course Title: Art Education and New Media in the 21st Century

Recommended Abbreviation (Optional)

Limited to 32 Characters including spaces

6. First time this course is to be offered (Semester/Year): SPRING 2009

7. Credit Hours: Fixed at 3 or Variable from to

8. Is this course to be graded S-F (only)? Yes ☐ No ☑

9. Is variable title approval being requested? Yes ☐ No ☑

10. Course description (not to exceed 50 words) for Bulletin publication: This course will provide Art Education students with a theoretical and practical framework for integrating new media into teaching and learning in Art Education. Examples of new media will be examined and how they are reshaping teaching and learning in Art Education. This course includes a significant lab component.

11. Lecture Contact Hours: Fixed at 1 or Variable from to

12. Non-Lecture Contact Hours: Fixed at 2 or Variable from to

13. Estimated enrollment: 20 of which percent are expected to be graduate students.

14. Frequency of scheduling: once per year Will this course be required for majors? Yes

15. Justification for new course: Provides teaching methodologies in art education and new technologies.

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. Discipline specific course

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature] Date: Aug 1, 2008

Department Chairman/Division Director

[Signature] Date: 

Dean

[Signature] Date: 

Chancellor/Vice-President

[Signature] Date: 

University Enrollment Services

Approved by:

[Signature] Date: 8/27/08

[Signature] Date: 

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for final processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-Principal.
New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [✓] Graduate credit [✓] Professional credit [ ]

1. School/Division: Herron School of Art & Design
2. Academic Subject Code: HER

3. Course Number: M220 (must be cleared with University Enrollment Services)
4. Instructor: variable

5. Course Title: Art Education and New Media in the 21st Century

Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2008

7. Credit Hours: Fixed at ___ or Variable from ______ to ______

8. Is this course to be graded S-F (only)? Yes [✓] No [ ]

9. Is variable title approval being requested? Yes [ ] No [✓]

10. Course description (not to exceed 50 words) for Bulletin publication: This course will provide Art Education students with a theoretical and practical framework for integrating new media into teaching and learning in Art Education. Examples of new media will be examined and how they are reshaping teaching and learning in Art Education. This course includes a significant lab component.

11. Lecture Contact Hours: Fixed at ___ or Variable from ______ to ______

12. Non-Lecture Contact Hours: Fixed at ___ or Variable from ______ to ______

13. Estimated enrollment: ___ of which ____ percent are expected to be graduate students.

14. Frequency of scheduling: once per year

15. Justification for new course: Provides teaching methodologies in art education and new technologies.

16. Are the necessary reading materials currently available in the appropriate library? Yes [ ]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

Discipline specific course

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature]
Department Chairman/Division Director

Date ________________

Dean of Graduate School (when required)

Date ________________

Approved by:

[Signature]
Dean

Date ________________

[Signature]
Chancellor/Vice-President

Date ________________

University Enrollment Services

Date ________________

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
I. Course Description

This course is intended to provide Art Education students with a theoretical and practical framework for integrating new technologies in teaching and learning in art with K-12 youth. Electronic presentations, Web Quests, and other new technologies will be examined with emphasis on how they are reshaping Art Education and their implications for teaching.

II. Pre/Co-requisite Courses

Follow undergraduate check sheet

III. Course Connections & Rationale

This is a required, foundation course, for undergraduates. It is designed to develop knowledge, skills, and dispositions of preservice art teachers to teach art to students in a visual culture, which is radically being transformed by new technologies.

IV. Course Objectives

1. Initial understanding of theory and practice related to teaching art to children in a technological culture.
2. Beginning understanding of effective strategies for teaching art to K-12 students with using new technologies
3. Appreciation for changes that have occurred and are occurring in art education as a result of new technologies.
4. Proficiencies in individual, collaborative study, group discussion (e.g., listening skills), organization of ideas for presentation, oral and written
V. Teaching Methods & Learning Experiences

A. Methods (e.g., lecture/discussion; demonstration; drill; guest speaker; film/video)
   Lecture-discussion, visiting lecturer, power-point presentations

Assignments

- Reading Responses
- Web Quest
- In Class presentations (2)
- Power Point with media
- Portfolio (Evidence of competencies)
- Participation

VI. Assessment

Reading Critical Response Papers 20%
Power Point with media and/or Animation 10%
Web Quest, Website, or imovie project 40%
Portfolio 20%
Attendance and Participation 10%

Grading scale: A+ 100 A 99-95, A- 94-90, B+ 89-87, B 86-83, B- 82-80, C+ 79-77 C 76-73, C- 72-70, D+ 69-67, D 66-63, D- 62-60, F 0

VI. Required Reading/s

- Selected articles

VIII. Electronic Communication Policy

The syllabus, related written materials, and announcements for this course are posted on OnCourse. Check Oncourse before each class meeting to look for last-minute changes and other important announcements. A range of communication strategies will be used though OnCourse such as forums, etc.

IX. Class Attendance & Late Assignments

Regular Attendance

Students are expected to attend all class sessions on time, to actively participate in class discussions, and to complete all assignments when they are due. Attendance, punctuality, participation, and timely submission of work on time will influence the benefits
that can be obtained from the course, as well as evaluations of your performance. These will be reflected in your course grade.

If it is necessary for you to miss class or be late to class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and handouts from a classmate, and to become aware of any announcements that were made in class.

If you must miss class for a legitimate reason, such as illness or death in your family, you must notify Dr. Parks or the absence will not be excused. Three absences will result in a lowering of course grade by one full grade.

X. Withdrawal policy
Official withdrawal from a course, symbolized by a "W" on the report of academic achievement, indicates that the student or professor processed a drop or official withdrawal from a course for which the student was registered. See important dates at the following URL:
Withdrawal policies should be carefully reviewed and can be accessed at http://registrar.iupui.edu/withdraw.html. Implications for financial aid are identified at this URL. Excerpt of key policies for student and instructor follows.

XI. Academic Integrity Policy
The University Rules, including the Student Code of Conduct and other documented policies of the department, college, and university related to academic integrity, will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct.

XII. Adaptive Educational Services (AES)
AES coordinates support services and academic accommodations for students with documented disabilities.
http://www.iupui.edu/~sldweb/aes/info/
If you have any special needs related to your participation in this course, including identified visual impairments, hearing impairments, physical impairments, communication disorder, and/or specific learning disability that may influence your performance in this course, I encourage you to speak with me and/or AES to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. AES provides guidelines for getting accommodations along with other services to help students and instructors maximize teaching and learning experiences at IUPUI.
XIII. Tentative Schedule of Class Meetings
(Students will be notified of Schedule changes)

Jan 7  Course Introductions:
    Instructor and students
    Review of syllabus and assignment options

Jan 9  Technology
    Assignment: Reading #1Submit

Jan 14 Discuss Reading #1
    Power Point
    Assignment: Reading #2

Jan 16 Discuss Reading #2
    Presentation: Web Quests and other Interactive Learning Sites
    Lab – Explore Web Quest template

Jan 21 Martin Luther King Day – class will not meet

Jan 23  Lab
    Web Quests

Jan 28 Discuss Reading #2
    Lab
    Web Quests
    Assignment: Reading #3

Jan 30 Discuss Reading #3
    Website construction

Feb 4th  Lab
    Website construction
    Assignment: Reading #4

Feb 6th Discuss Reading #4
    Lab
    Website construction
    Assignment: Reading #5
Feb 11th  Lab
   Website construction
   Discuss Reading #5

Feb 13th  Presentation: Presentation: Video Gaming Theory &
   Design Examining Video Games

Feb 18th  Presentation: Video Games as curriculum

Feb 20th  Video

Feb 25th  Lab - iMovie

Feb 27th  Lab - iMovie

March 3rd  Lab - iMovie

March 5th  **Submit iMovie Project**

**Spring Break, Class will not meet (March 10th-16th)**

March 17th  Lab
   Students present iMovie projects

March 19th  Lab
   Students present iMovie projects

March 24th  Technology, art education and current issues

March 26th  **NAEA Conference – Class will not meet**

March 31st  Lab

April 2nd  Lab

April 7th  Lab

April 9th  Lab

April 14th  Lab

April 16th  Student Share Projects

April 21st  Students share Projects

April 23rd  Submit final project
The following principles of learning for undergraduates are being addressed in this course:

**Principles of Undergraduate Learning**

1. **Core Communication and Quantitative Skills**
   Students demonstrate ability to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. Students practice written and spoken communication in one-on-one teaching and large group; how to facilitate discussion and thinking with students in secondary schools.

2. **Critical Thinking**
   The ability of students to analyze knowledge logically from multiple perspectives. Students demonstrate this principle by engaging in a process of disciplined thinking that requires synthesis and evaluation of and construction of knowledge.

3. **Integration and Application of Knowledge**
   The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. Demonstrated by students’ ability to integrate and apply knowledge about art, how students learn, and how to teach to students in Middle and Secondary grade levels.

4. **Intellectual Depth, Breadth, and Adaptiveness**
   The ability of students to examine and organize disciplinary ways of knowing. To be able to apply them to specific issues and problems in middle and secondary classrooms. To learn art content and developmental theories of learning as it applies to Middle and Secondary students.

5. **Understanding Society and Culture**
   The ability of students to recognize their own cultural traditions as and to understand and appreciate the diversity of human experience, both within their local community, the United States and internationally. Students demonstrate this principle through activities including but not limited to selection of and instruction about art as well as how they teach art to students in middle and secondary classrooms.

6. **Values and Ethics**
   The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

**PRINCIPLES FOR TEACHER EDUCATION – SCHOOL OF EDUCATION**
**LEARNING TO TEACH/TEACHING TO LEARN**
1. **Conceptual Understanding of Core Knowledge** is demonstrated by students who can communicate and solve problems while working with central concepts, tools of inquiry, and structures of a variety of principles. For secondary students this means developing a rich expertise within their chosen discipline, setting learning goals that reflect command of the subject matter, design and instruction that helps students conceptual framework, model effective communication skills through meaningful learning engagements, use effective communication and problem solving, and use a variety of art media and technology.

2. **Reflective Practice** ability to observe and reflect on art instruction in local classrooms, analyze and assess data on student learning in visual representation, art history, art criticism, and aesthetics, entertain multiple perspectives, self-assess, and generate educational plans that are designed to support student learning.

3. **Teaching for Understanding** is demonstrated through Preservice art teachers who can draw on their own knowledge and frameworks to develop, implement, and assess effective learning experiences and who can develop supportive social and physical contexts for learning. Students who can set clear goals for learning experiences, establish suitable classroom routines, create collaborative, supportive social environments, encourage learners to construct knowledge and develop skills, engage in multiple ways of knowing, build on learners prior knowledge and experience, provide students with learning opportunities, and encourage students to raise questions.

4. **Passion for Learning** is achieved by students when they seek ways to develop their own content and pedagogical knowledge and to support the development of students’ habits of purposeful learning. Learn about students through reflective practice, recognize and support learners’ social and emotional, as well as intellectual growth, provide students with learning opportunities, support learners with special needs, and engage in personal inquiry to construct content knowledge and skills.

5. **Understanding School in Contexts of Society and Culture** Students who act as change agents, communicate in ways that demonstrate a sensitivity to a broad range of diversity and challenge negative attitudes, demonstrate this principle.

6. **Professionalism** Students demonstrate this principle by using standards-based practice in the classroom, participating in professional organizations in and outside of school, dialogue with peers and professionals about complex and difficult issues, make presentations to other professionals, promote positive attitudes and operate on democratic principles.

**Content Standards for Teachers of Fine Arts**

**Standard#1: Philosophy and Justification.**
Music, Visual Arts, Theater Arts, and Dance (fine arts) teachers have developed and can clearly communicate a philosophy of and justification for lifelong learning in the fine arts as well as their specific fine arts discipline (music, visual arts, theater arts, or dance).

**Performances**
1. reflect critically on the goals and purposes of fine arts education while making principled decisions about practice within their specific fine arts discipline (music, visual arts, theater arts, or dance).
2. create a learning environment that supports high student achievement in their specific fine arts discipline (music, visual arts, theater arts, or dance).
3. convey the importance of the fine arts (music, visual arts, theater arts, and dance) to individuals and society.

Knowledge
1. have in-depth knowledge of a specific fine arts discipline (music, visual arts, theater arts, or dance) as well as an understanding of how each of the fine arts contributes to the comprehensive education students.
2. know and understand that the fine arts (music, visual arts, theater arts, and dance) are among the most important manifestations of cultural heritages.
3. know and understand that powerful and profound symbol systems exist within the fine arts (music, visual arts, theater arts, and dance).
4. know and understand that the fine arts (music, visual arts, theater arts, and dance) help students learn that not all aspects of life are or should be quantifiable.
5. know and understand that the fine arts (music, visual arts, theater arts, and dance) provide opportunities for success for all students based on the student's ability, and provide approaches to learning that can be applied in other contexts.
6. know and understand that the fine arts (music, visual arts, theater arts, and dance) teach students about unique aspects of themselves, their relationships with others in their own and other cultures, and the world around them.
8. know and understand that it is important to encourage students to seek opportunities to attend fine arts events and/or participate in community fine arts organizations.
9. know and understand that it is important to collaborate with other educators in order to integrate the fine arts into the curriculum.

Standard#2: Curriculum.
Music, Visual Arts, Theater Arts, and Dance (fine arts) teachers demonstrate knowledge of curriculum theory and structure in their specific fine arts discipline and use skills in development, implementation, and revision to provide arts curricula that meet the educational goals and needs of the learner and the local community.

Performances
1. select, adapt, design, and implement curricula pertaining to their specific fine arts discipline (music, visual arts, theater arts, or dance) to enable learners to understand themselves and the world around them.
2. select, adapt, design, and implement curricula in their specific fine arts discipline (music, visual arts, theater arts, or dance) that provide students with many effective means of self-expression
3. select, adapt, design, and implement curricula in their specific fine arts discipline (music, visual arts, theater arts, or dance) to develop critical thinking and problem-solving skills.
4. select, adapt, design, and implement curricula in their specific fine arts discipline (music, visual arts, theater arts, or dance) that enable students to learn about their own cultural heritages and those of others.
5. develop and implement curricula in their specific fine arts discipline (music, visual arts, theater arts, or dance) that are linked to the educational goals of the students, local community, and state.
6. utilize curriculum in their specific fine arts discipline (music, visual arts, theater arts, or dance) consisting of content components that include aesthetics, criticism, history, and production or performance, and
containing cognitive, kinesthetic, and affective knowledge, skills, demonstrations, and assessments.
7. select, adapt, design, and implement curriculum in their specific fine arts discipline (music, visual arts, theater arts, or dance) that provides organization, structure, and pacing of knowledge, skills, and assessments that are developmentally appropriate for all learners.
8. implement curriculum in their specific fine arts discipline (music, visual arts, theater arts, or dance) that becomes increasingly complex and is appropriate sequentially.
9. implement curriculum in their specific fine arts discipline (music, visual arts, theater arts, or dance) that addresses a variety of learning styles and modes of expression.
10. include aesthetics, criticism, history, production or performance, and integrated learning activities and experiences in the curriculum of their specific discipline (music, visual arts, theater arts, or dance).
11. select, adapt, create, and use a variety of resources and materials necessary for all learners to acquire knowledge and skills in their specific fine arts discipline (music, visual arts, theater arts, or dance).
12. select, adapt, create, and use a variety of resources and materials necessary for all learners to demonstrate learning in their specific fine arts discipline (music, visual arts, theater arts, or dance).
13. engage in ongoing curriculum development and revision that improves curriculum in their specific fine arts discipline (music, visual arts, theater arts, or dance) by incorporating new knowledge, skills, demonstrations, and assessments.
14. engage in ongoing interdisciplinary curriculum development while maintaining the substance and integrity of their specific fine arts discipline (music, visual arts, theater arts, or dance).

Knowledge
1. know and understand that curriculum in each fine arts area (music, visual arts, theater arts, or dance) is designed to enable learners to understand themselves and the world around them, provide means for self-expression, develop independent critical thinking and problem-solving skills, and learn about their cultural heritage and that of others.
2. know and understand that curriculum in their specific fine arts discipline (music, visual arts, theater arts, or dance) is based on the cognitive, kinesthetic, and affective domains that are linked to educational goals of the learner and the local community.
3. know and understand that the curriculum of each fine arts discipline (music, visual arts, theater arts, and dance) contains unique knowledge, skills, demonstrations, and assessments.
4. know and understand that curriculum structure for their specific fine arts discipline (music, visual arts, theater arts, or dance) consists of knowledge, skills, demonstrations, and assessments that are linked to the educational goals of the learner and the local community.
5. know and understand that curriculum in their specific fine arts discipline (music, visual arts, theater arts, or dance) includes the components of aesthetics, criticism, history, and production/performance.
6. know and understand the fundamental concepts and major principles of their specific fine arts discipline (music, visual arts, theater arts, and dance) which include:
   B.1 the study of and experiences in creating and producing products in various visual arts forms including, but not limited to painting, drawing, weaving, sculpture, ceramics, computer graphic design, photography, video and conceptual art;
   B.2 forming processes including varieties of media, tools, and techniques; and related safety practices;
   B.3 thematic content such as ideas, subject matter, symbols, metaphors, and themes;
B.4 the study of and experiences in theories and philosophies of art and creativity, questions relating to the nature and value of art, and sources and meaning of aesthetic experiences;
B.5 demonstrations of creativity in solving artistic problems;
B.6 meaning, interpretation, and evaluation of art; description, analysis, interpretation, and judgment;
B.7 effects and affects of the visual arts in determining and understanding aesthetic experience, preferences, enjoyment, and appreciation;
B.8 the study of and experiences in understanding context of art forms: cultures, societies, artists, times, places, purposes, roles, identification, influence, styles;
B.10 curriculum: planning, sequencing, implementation, and assessment for the appropriate applied visual arts area.

7. know and understand know to collaborate with others to integrate curriculum content across the fine arts (music, visual arts, theater arts, or dance) and with other disciplines.
8. understand the interrelationship of personal, social, economic, political, and historical aspects in their specific fine arts discipline (music, visual arts, theater arts, or dance)
9. know and understand that curriculum content in the specific fine arts area (music, visual arts, theater arts, or dance) must reflect the developmental and ability levels of all learners.
10. know and understand that curriculum design for their specific fine arts discipline (music, visual arts, theater arts, or dance) incorporates knowledge, skills, demonstrations, and assessments that address a variety of student learning styles.
11. know and understand that selection, adaptation, creation, and implementation
12. select, adapt, create, and use a variety of resources and materials necessary for all learners to demonstrate learning in their specific fine arts discipline (music, visual arts, theater arts, or dance).
13. engage in ongoing curriculum development and revision that improves curriculum in their specific fine arts discipline (music, visual arts, theater arts, or dance) by incorporating new knowledge, skills, demonstrations, and assessments.

Standard #3: Instruction.
Music, Visual Arts, Theater Arts, and Dance (fine arts) teachers understand that many instructional options are available and use a variety of strategies that are developmentally appropriate for students and for their specific fine arts discipline (music, visual arts, theater arts, or dance).

Performances
1. use learning theory, curriculum development, content knowledge, and knowledge of students' development in planning instruction that is logically structured in scope and sequence and that meets curriculum goals in their specific fine arts discipline (music, visual arts, theater arts, or dance).
2. select, adapt, design, create, and implement learning experiences that are appropriate for curriculum in their specific fine arts discipline (music, visual arts, theater arts, or dance) and that are relevant to all learners.
3. use a variety of teaching and learning strategies appropriate for their specific fine arts discipline (music, visual arts, theater arts, or dance), and actively engage all students in learning which incorporates critical thinking, problem solving, creativity, and performance skills.
4. are reflective practitioners who continuously vary their roles in instructional processes by revising and augmenting instruction to meet the artistic needs and to enhance learning (music, visual arts, theater arts, or dance) for all students.
5. organize instructional time in their specific fine arts discipline (music, visual arts, theater arts, or dance) by choosing teaching strategies and materials to meet student needs.
B.1 organizing and teaching the production content of art;
B.2 studying, identifying, analyzing, interpreting, and evaluating works of art;
B.3 knowing the historical and cultural contexts in which works of art are created;
B.4 identifying questions, facilitating inquiry and discussions about individual responses, and helping students formulate their own opinions about works of art;
B.5 knowing how to plan instruction that integrates history, criticism, aesthetics, and production in lessons, units, and courses;
B.6 using a variety of audio-visual media and computer technologies to enhance instruction in the visual arts; and
B.7 collaborating with educators in other disciplines to integrate visual art concepts into the curriculum at all levels.

Standard #4: Student Learning.
Music, Visual Arts, Theater Arts, and Dance (fine arts) teachers understand the core concepts and structures of the specific fine arts discipline they teach (music, visual arts, theater arts, or dance) and are knowledgeable about diverse student learning styles.

Performances
1. select and create learning experiences for their specific fine arts discipline (music, visual arts, theater arts, or dance) that are appropriate for curriculum goals based upon instructional research, practice, and principles.
2. model effective communication techniques in the learning process and in monitoring student progress in their specific fine arts discipline (music, visual arts, theater arts, or dance).
3. identify and design instruction appropriate for diverse learning styles in their specific fine arts discipline (music, visual arts, theater arts, or dance).
4. design learning activities for their specific fine arts discipline (music, visual arts, theater arts, or dance) based on their understanding of students' backgrounds, developmental stages, ability levels, career goals, gender, ethnicity, and environmental influences.
5. use a variety of tools, media, technologies, and resources appropriate to their specific fine arts discipline (music, visual arts, theater arts, or dance) to enrich learning.
6. implement curricula that foster student inquiry within an art form and that foster respect for different responses to artworks in their specific fine arts discipline (music, visual arts, theater arts, or dance).

Knowledge
1. understand that teaching and learning in their specific fine arts discipline (music, visual arts, theater arts, or dance) involves a variety of instructional strategies.
2. know how to enhance student learning in their specific fine arts discipline (music, visual arts, theater arts, or dance) through the use of a variety of appropriate materials, tools, media, technologies, and resources.
3. understand the correlation of their specific fine arts discipline with the developmental stages of the student learner.
4. know how to plan lessons in their specific fine arts discipline (music, visual arts, theater arts, or dance) which incorporate community interaction.
5. know how to use effective verbal and nonverbal communication to enhance student inquiry, collaboration, and interaction in the classroom.

Standard #5: Assessment.
Music, Visual Arts, Theater Arts, and Dance (fine arts) teachers demonstrate knowledge of and skill in assessing curriculum, instruction, programs, and student achievement in their specific fine arts discipline (music, visual arts, theater arts, or dance).
Performances
1. utilize knowledge of measurement theory, concepts, and terms in their specific fine arts discipline (music, visual arts, theater arts, or dance).
2. select, design, create, and implement a variety of appropriate, fair, and objective assessment measures and rubrics that are related to curriculum content that includes the components of history, criticism, aesthetics, and production/performance and instructional objectives for their specific fine arts discipline (music, visual arts, theater arts, or dance).
3. utilize standardized, alternative, and authentic assessment measures for their specific fine arts discipline (music, visual arts, theater arts, or dance) with regularity, and report results to students, parents, and administrators in a timely manner.
4. administer standardized, alternative, and authentic assessments appropriately for their specific fine arts discipline (music, visual arts, theater arts, or dance).
5. teach self-assessment procedures and techniques in their specific fine arts discipline (music, visual arts, theater arts, or dance) and involve students in self-assessment activities.
6. maintain accurate records of student assessments in their specific arts discipline (music, visual arts, theater arts, or dance) and regularly report results to stakeholders and policymakers, as appropriate.
7. continually monitor their teaching and, based on formal and informal evaluation, adjust instruction appropriately for their specific fine arts discipline (music, visual arts, theater arts, or dance).
8. modify curriculum and instruction in their specific fine arts discipline (music, visual arts, theater arts, or dance) based on summative assessment data.
Knowledge
1. know and understand the characteristics, applications, and limitations of standardized, alternative, and authentic assessments as well as their functions for educational measurement in evaluating student progress and achievement in their specific fine arts discipline (music, visual arts, theater arts, or dance).
2. know and understand measurement theory, concepts, terms (e.g., validity, reliability, norm-referenced, criterion-referenced), and formative and summative forms of assessment in order to measure student achievement and progress.
3. know and understand varieties of appropriate assessments and rubrics that are linked to instructional objectives, are based on curriculum content, and provide fair and objective measurement of student achievement in their specific arts discipline (music, visual arts, theater arts, or dance).
4. know and understand appropriate assessment administration techniques and procedures for their specific fine arts discipline (music, visual arts, theater arts, or dance).
5. understand and know how to interpret and utilize assessment data to identify strengths and areas that require improvement of curricula, instruction, and programs in their specific fine arts discipline (music, visual arts, theater arts, or dance).

Standard #6: Classroom Management.
Music, Visual Arts, Theater Arts, and Dance (fine arts) teachers understand that classroom management which creates a classroom environment conducive to learning depends on the consistent, objective use of a reasonable system of procedures in a fair and compassionate manner.

Performances
1. are proactive in establishing and communicating expectations of students in their specific fine arts discipline (music, visual arts, theater arts, or dance).
2. use knowledge of group dynamics to guide management techniques and classroom procedures that are consistent with instructional activities in their specific fine arts discipline (music, visual arts, theater arts, or dance).
3. take precautions to protect students, equipment, and facilities in their specific fine arts discipline (music, visual arts, theater arts, or dance).
4. objectively recognize and document positive and negative behavior in a timely manner according to their established behavioral standards and system of accountability.
5. communicate clearly, objectively, and promptly with students, parents, administrators, guidance personnel, special education personnel, social workers, and other appropriate colleagues when warranted by classroom management situations.
6. organize and plan an environment that promotes students’ achievement in their specific fine arts discipline (music, visual arts, theater arts, or dance).

Knowledge
1. know that the primary goals of classroom management should be the development of self-directed learning and self-discipline in the student.
2. know that it is ultimately the teacher who is responsible for establishing a safe, comfortable, and supportive learning environment.
3. understand the importance of knowing and upholding the rules and regulations of the classroom and the school.
4. know the importance of ascertaining and accepting classroom management responsibilities as stated in the law.
5. know how to maintain accurate records as required by local policies and state and federal laws.
6. know the fundamentals of various classroom management strategies, techniques, and procedures, and know how these are used in their specific fine arts discipline (music, visual arts, theater arts, or dance).
7. know current theories of human behavior, developmental levels, and how social groups function within the school setting.
8. know and understand motivational factors and techniques, in both individual and group contexts, for their specific fine arts discipline (music, visual arts, theater arts, or dance).

Standard #7: Professional Growth and Development.
Music, Visual Arts, Theater Arts, and Dance (fine arts) teachers understand the importance of continuous professional growth and development, and demonstrate commitment to the profession by participating in personal and professional development activities.
Performances
1. demonstrate commitment to students and learning by participating in professional development activities.
2. use professional development activities to continuously acquire, reflect upon, evaluate, and implement knowledge in their specific fine arts discipline (music, visual arts, theater arts, or dance).
3. select professional development activities that enhance their ability to teach their specific fine arts discipline (music, visual arts, theater arts, or dance) to all learners.
4. use professional development activities to continuously acquire knowledge of, reflect upon, and evaluate current developments in the profession.
5. collaborate and participate with other members of the learning community and in professional development activities.
6. engage in professional development activities that improve their skills of monitoring and managing student learning in their specific fine arts discipline (music, visual arts, theater arts, or dance).

Knowledge
1. are aware of research concerning lifelong learning and know how to seek and use available resources for personal and professional development.
2. know how to use professional development activities and research to continuously improve knowledge of and skills in their specific fine arts discipline (music, visual arts, theater arts, or dance) and in general education.
3. know and understand various types of professional development activities and how to use them to improve their understanding and ability in teaching all learners at all levels of development.
4. know how to use professional development activities as tools of reflective practice in managing and monitoring student learning in their specific fine arts discipline (music, visual arts, theater arts, or dance).
5. know how to collaborate and participate with other members of the learning community in professional development activities.