

Professional Practice in Art Education (JPP)
AAE 360 section
The College of New Jersey
Course Syllabus Spring 2018 (or Fall 2019)

Instructor: Dr. Lisa M. LaJevic

Class Meetings: 102 AIMM

Section 1:

Campus: Jan 23- Feb 17 & Mar 20-Apr 14,
Mon & Thurs, 12:00-3:50 pm

Campus Seminar: Feb 20- Mar 10 and Apr
17-May 5, Mon, 12:50- 3:50 pm

1st Placement: Feb 20- Mar 10, Mon- Fri, Full
Day (8:00 am- 3:50 pm)

2nd Placement: Apr 17-May 5, Mon- Fri, Full
Day (8:00 am- 3:50 pm)

Section 2:

Campus: Jan 23- Feb 17 & Mar 20-Apr 14,

Mon & Thurs, 8:00-11:50 pm

Campus Seminar: Feb 20- Mar 10 and Apr
17-May 5, Mon, 8:00-11:00 am

1st Placement: Feb 20- Mar 10, Mon- Fri, Full
Day (8:00 am- 3:50 pm)

2nd Placement: Apr 17-May 5, Mon- Fri, Full
Day (8:00 am- 3:50 pm)

2 Course Units

Email: lajevic@tcnj.edu

Office: 326 AIMM

Office Hours: Mon & Thurs from 3:50-5:20.
Email to schedule an appointment.

Course Description

This advanced pedagogy course is designed to provide students with teaching experiences and knowledge that will guide their future success as K-12 art educators. It allows students to explore art in the school curriculum, design and implement art lessons, teach and interact with K-12 art students, cooperate with NJ art teachers and schools, and gain knowledge, skills and dispositions necessary to become quality art educators. The course consists of biweekly class meetings and field experiences at the elementary and secondary school level.

Course Purpose/Overview

Experience is the teacher of all things.

-Julius Caesar

To teach is to learn twice.

-Joseph Joubert

The course has three main interrelated components: weekly class meetings, field experiences, and online seminar. The **weekly class meetings** explore areas of inquiry necessary to create a firm foundation in curriculum and pedagogy through readings, discussions, in-class activities, written assignments, personal reflections, and presentations. Select topics to be covered include assessment, talking about student art, classroom management, teaching philosophies, budgets, diversity, and differing needs in the art classroom.

The semester's **field experiences** are divided into two parts and focuses on art education in the New Jersey K-12 schools. One half will be spent in an **elementary** (K-6) placement, and the other half will be in a **secondary** (7-12) placement. Each student will work with a partner and be required to spend at least 11 full days (i.e., a minimum of 88 hours) in each placement. These experiences provide students with an opportunity to observe quality arts instruction and classroom management, examine effective art curricula, and collaborate with peers and art teachers in designing and presenting art lessons. The school placements also enable students to gain exposure and confidence in diverse school settings as it incorporates both elementary and secondary levels, as well as urban, rural and/or suburban placements. Each student pair will be observed teaching once in each placement by a TCNJ supervisor (note: placements are arranged by the instructor and STEP Office). Students will participate in online reflective discussions with the course instructor during the six field experience weeks.

This course is intended to be a collaborative learning experience. Emphasis will be placed on professional/respectful behavior, attitude, presentation, and engagement between future teachers, K-12 art teachers, instructor, supervisor, and school districts. The course is designed to prepare students for their culminating art education course, the student teaching practicum (AAE 490 & AAE 492), which must be taken in the immediate semester following AAE 360. The prerequisite is AAE 330.

Course Objectives/Learning Goals

Students will...

- Engage in the practical application of previously learned theories and skills through clinical practice by observing, participating, and teaching in the elementary and secondary settings.

- Demonstrate an understanding of K-12 art curricula and pedagogy through the development, presentation, and critique of two art lessons.
- Examine quality arts instruction in diverse settings, and related topics of interest including classroom management, adaptations for students of differing abilities, and assessment strategies through readings, in-class activities, written assignments, and field experiences.
- Exhibit professional behavior through in-class meetings, assignments, and field experiences as stated in the teaching dispositions assessment.

Course Requirements

Students are expected to:

- Attend class meetings and participate in all class discussions and class activities
- Complete assigned readings and assignments
- Present work to their classmates and offer constructive criticism
- Spend 88 hours in each an elementary and secondary art classroom
- Develop and implement two art lessons
- Reflect on planning and teaching
- Act professionally in class and in the schools

Assignments:

Teacher Introduction

- Establishing positive working relationships with K-12 students often promotes teacher success. This assignment asks you to create a presentation on how you will introduce yourself to your future students (and students you will be working with throughout this semester). Guidelines and assessment rubric will be discussed in class and posted on Canvas.

Case Study: Solving a Problem in the Classroom

- Case studies are scenarios that apply concepts learned in class to a “real-life” situation. For this assignment, you will be create and attempt to improve a scenario in the art classroom. You will define a problem (i.e., a problem statement), provide an overview/analysis (i.e., explain the problem, subjects and situation), research possible solutions evaluating pros and cons and underlying assumptions of these strategies, and recommend the strongest solution). Please include references. Guidelines and assessment rubric will be discussed further in class and posted on Canvas.

Field Experience: Classroom Observation Assignment

- Watch and learn! After you conduct a classroom observation of an art teacher and a K-12 art room, you will complete a worksheet. Two assignments will be required throughout the semester (one for each K-12 field placement). Guidelines and assessment rubric will be discussed in class and posted on Canvas.

Field Experience: Art Lesson Plans and Presentation

- Lesson planning is a vital component in art education and teaching. It provides an opportunity to think through your ideas and clearly communicate your teaching plans. You (and your partner) will write and teach one multi-day lesson plan in each school placement (which will then be taught in the elementary and secondary art classrooms).
- Share your lessons and student artwork with your classmates! After you implement your art lesson to K-12 students, you will present your teaching experiences and a one-page lesson overview (submit pdf on Canvas). Guidelines and assessment rubric will be discussed in class and posted on Canvas.

Field Experience: Teaching K-12 Art Students

- This is an opportunity for you to practice teaching K-12 art students! You will be expected to teach two lessons: one multi-day lesson in each an elementary (K-5) and secondary (6-12) placement. Guidelines and assessment rubric will be discussed in class and posted on Canvas.

Field Experience: Reflective Discussions

- Reflect upon and share your experiences in the classroom. Each week during your field experience, you will be required to post 1 thread (at least 300 words) and also reply to a classmate’s thread (at least 150 words). Guidelines and assessment rubric will be discussed in class and/or posted on Canvas.

Online Teaching Portfolio (with a Teaching Philosophy)

- A teaching portfolio is an important resource for documenting your work as an art educator (and is an invaluable component of the job search process). To keep current with the changing times, you

will be asked to begin an online teaching portfolio. One component of the portfolio includes the teaching philosophy, which is a statement explaining your beliefs about teaching and learning. Guidelines and assessment rubric will be discussed in class and posted on Canvas.

AENJ Conference Proposal

- This is an opportunity for you to get involved with the annual AENJ Fall Conference by creating either a conference session proposal or student round-table proposal. Guidelines and assessment rubric will be discussed in class and posted on Canvas.

Note: Assignments should be submitted as a Digital file on Canvas. In-class peer reviews require students to bring a hard/paper copy of assignments to class. Late assignments will NOT be accepted.

Required Texts:

Beattie, D. (1997). *Assessment in art education* (M.G. Stewart, Eds.). Worcester, MA: Davis Pub. Inc.
Gerber, B, & Guay, D. (2006). *Reaching and teaching students with special needs through art*. National Art Education Association.
Hume, H. (2010). *The art teacher's book of lists* (2nd ed.). San Francisco, CA: Jossey-Bass. **(Praxis II Art)**

Recommended Readings for Praxis II Art Content Test (Test Code 5134):

Hume, H. (2010). *The arts teacher's book of lists* (2nd ed.). San Francisco, CA: Jossey-Bass. **(Required)**
Praxis II Art: Content Knowledge (5134), Interactive Online Practice Test, 90-Day Subscription-
<https://www.ets.org/praxis/prepare/materials/5134>
Strickland, C. (2007). *The annotated Mona Lisa: A crash course in art history from prehistoric to post-modern* (2nd ed.). Kansas City, MO: Andrews McMeel Pub.

Additional and/or Recommended Readings:

Supplementary articles will be made available in class and/or posted on Canvas.
Amburgy, P., Knight, W., & Keifer-Boyd, K. (2004). Schooled in silence. *Journal of Social Theory in Art Education*, 24, 81–101.
Barrett, T. (1997). *Talking about student art*. Worcester, MA: Davis Publications Inc..
Buffington, M. L. (2011). Preparing a professional teaching portfolio for an art teaching position. *Art Education*, 64(3), 11–17.
Coppola, B. (2002). Writing a statement of teaching philosophy: Fashioning a framework for your classroom. *Journal of College Science Teaching*, 31(7), 448-53.
Erwin, J. (2003). Giving students what they need. *Educational Leadership: Building Classroom Relationships*, 61(1), 19-23.
Hall, P. & Hall, N. (2003). Building relationships with challenging children. *Educational Leadership: Building Classroom Relationships*, 61(1), 60-63.
hooks, b. (1994). Introduction: Teaching to transgress. In *Teaching to transgress: Education as the practice of freedom* (pp. 1-12). New York. Routledge.
hooks, b. (1994). Embracing change: Teaching in a multicultural world. In *Teaching to transgress: Education as the practice of freedom* (Ch. 3. pp. 35-44). New York. Routledge.
Katz, T. (2005). Unbecoming white: Exposing the power and privilege in my own Eurocentric education. *The Journal of Social Theory in Art Education*, 25, 97-111.
Larochelle, L. (1999). Classroom management in the art room. *Arts & Activities*, 26(1), 62-63.
Marzano, R. & Marzano, J. (2003). The key to classroom management. *Educational Leadership: Building Classroom Relationships*, 61(1), 6-13.
Mendes, E. (2003). What empathy can do. *Educational Leadership: Building Classroom Relationships*, 61(1), 56-59.
NAEA and the National Arts Standards. Website: <http://www.arteducators.org/olc/pub/NAEA/research/>
New Jersey Arts Standards. Website: <http://www.state.nj.us/education/aps/cccs/>
Shor, Ira. (1992). Education is Politics: An Agenda for Empowerment. In *Empowering education: Critical teaching for social change* (Ch. 1. pp. 11-30). Chicago. University of Chicago Press.
Tatum, B. (1997). Development of white identity: "I'm not ethnic, I'm just normal" In *"Why are all the Black kids sitting together in the cafeteria?" and other conversations about the development of racial identity* (Ch. 6. pp. 93-113). New York. BasicBooks.
Vize, A. (2005). Making art activities work for students with special needs. *Arts & Activities*, 138(4), 17-41.
Wessler, S. (2003). It's hard to learn when you're scared. *Educational Leadership: Building Classroom Relationships*, 61(1), 40-43.
Wong, H. & Wong, R. (2001). *The first days of school: How to be an effective teacher*, CA: Wong Pub.

Grading:

Your final grade will be based on a cumulative total of your semester points/percentages. Each assignment is worth a possible total of 100 points. Opportunities for extra credit may be available. Rubrics for each assignment will be discussed in class and/or posted on Canvas.

4%	Teacher Introduction
10%	Differing Needs in Art Education Assignment/Presentation
3%	1 st Placement Field Experience Classroom Observations
11%	1 st Placement Lesson Plan & Presentation
11%	1 st Placement Field Experience Assessment Forms: Teaching Performance and Teaching

	Dispositions (as completed by coops and supervisor)
3%	2 nd Placement Field Experience Classroom Observations
11%	2 nd Placement Lesson Plan & Presentation
11%	2 nd Placement Field Experience Assessment Forms: Teaching Performance and Teaching Dispositions (as completed by coops and supervisor)
8%	Online Seminar/Canvas Discussion
15%	Online Teaching Portfolio (with Teaching Philosophy)
3%	AENJ Conference Proposal
10%	Class Participation (this includes attendance in class, K-12 schools, and Visiting Artist Series, and Extra Credit as part of the total percentage)

Grading Scale

A 100-94%	Superior. Surpassed expectations. All projects submitted on time and in proper format, demonstrating thoughtful engagement with course content and application of learning. Student initiates, discusses, and provides provocative thoughts when participating in discussions. Excellent teaching. Very professional.
A- 93-90%	Distinguished. Surpassed many expectations. All projects submitted on time and in proper format, demonstrating thoughtful engagement with course content and application of learning. Student initiates, discusses, and provides provocative thoughts when participating in discussions. Excellent teaching. Very professional.
B+ 89-87%	Excellent. Remarkable work. Work of very good quality. All projects submitted on time and in proper format, demonstrating understanding of course content. Good participation in discussions, initiating ideas and responding thoughtfully. Great teaching. Professional.
B 86-84%	Respectable. Met expectations. Work of very good quality. All projects submitted on time and in proper format, demonstrating understanding of course content. Good participation in discussions, initiating ideas and responding thoughtfully. Good teaching. Professional.
B- 83-80%	Good to Respectable. Work of good quality. All projects submitted on time and in proper format, demonstrating understanding of course content. Good participation in discussions, initiating ideas and responding thoughtfully. Good teaching. Professional.
C+ 79-77%	Fair to Good. Average work that meets basic course requirements. Some assignments may be submitted late. Mostly responds to others rather than initiating a discussion in class. Average teaching. Mostly professional.
C 76-73%	Fair. Work does not meet minimal requirements. Minimal or inappropriate class participation. Below average teaching. Somewhat unprofessional.
C- 73-70%	Mediocre. Poor quality work that does not meet minimal requirements. Minimal or inappropriate class participation. Below average teaching. Unprofessional.
F 69% - below	Failing. Poor quality work that does not meet minimal requirements. Minimal or inappropriate class participation. Inadequate teaching. Unprofessional.

Policies and Expectations

It is expected that for every hour you spend in class each week, that you also spend 2-3 hours outside of class reading, studying, preparing assignments, etc. Please turn off your cell phone ringer prior to class. Text messaging and talking on the phone is prohibited during class. If you use computers, you should be working on coursework that relates to this class only. It is expected that you will be on-task throughout the duration of each class meeting (this means you should not be working on assignments for other classes, texting, sleeping, etc.). Please demonstrate professional and respectful behavior (e.g., use good listening skills as your classmates or instructor is speaking, participate in class activities and discussions, etc.). Students are responsible for transportation to and from the schools; the College cannot arrange transportation for the student.

Attendance Policy

Every student is expected to participate in the course through regular attendance. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. A sign-in sheet will be available at the beginning of each class. **Tardiness and leaving early will factor into the class participation portion of your grade.** Therefore, your grade may be lowered with each absence, as you will miss vital information. Students are expected to attend class and complete assignments as scheduled, to avoid outside conflicts (if possible), and to enroll only in those classes that they can expect to attend on a regular basis. Please contact the instructor as soon as possible if an emergency situation arises

that affects your long-term attendance. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should also contact the instructor for such class absences well in advance. It is your responsibility to obtain missed work from your peers and note this will not alleviate the absence in relation to grading policy. Please familiarize yourself with The College of New Jersey Attendance Policy: <http://policies.tcnj.edu/policies/digest.php?docId=9134>.

***Every student brings a unique and needed perspective on the information presented in class. Therefore, your attendance is vital to the learning process. Please make every effort to be present and on time for every class.*

Note to Students with Differing Needs/ Americans with Disabilities Act (ADA) Policy

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact Disability Support Services (609-771-2571, <http://differingabilities.pages.tcnj.edu/>). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. Please familiarize yourself with TCNJ's Americans with Disabilities Act (ADA) policy: <http://policies.tcnj.edu/policies/digest/digest.php?docId=9206>.

Academic Integrity

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. Please familiarize yourself with The College of New Jersey Academic Integrity Policy: <http://policies.tcnj.edu/policies/digest.php?docId=7642>.

Violence and Harassment Policy

TCNJ practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the campus police at 911 or 609-771-2345, Student Health Services, or the Office of Ant-Violence Initiatives (OAVI). Additional information can be found at: <http://www.tcnj.edu/~sa/antiviolence/flowcharts/index.html>

Course Calendar

Adjustments to the calendar will be made as needed during the semester. The instructor will make every effort to inform students during class time or via email announcements when changes occur. It is the student's responsibility to be informed therefore, I suggest identifying a classmate to share information and updates regarding any change.

Professional Practice in Art Education (JPP)
AAE 360
The College of New Jersey
Tentative Course Calendar Spring 2018

	Date	Topic	Readings Due	Assignments Due
#1	M Jan 23	Syllabus and Calendar Course expectations/ requirements Lesson Plan Template Online Teaching Portfolio (& Teaching Philosophy) Teacher Introduction Discuss Summer Opportunities	Preparing a Professional Teaching Portfolio (Canvas) Writing a Statement of a Teaching Philosophy (Canvas)	TB (Mantoux) Skin Test (Loser, cash, Student Health Services)
#2	R Jan 26	Teacher Introduction Presentations Differing Needs- Review Assignment Sheet Review Praxis II Art Content Test, Substitute Teaching, and Certification requirements	Reaching and Teaching Students with Special Needs: Chap 1-3	Teacher Introduction Presentation
#3	M Jan 29	Review 1 st Placement Info Distribute Coop Packets In-class Reading: Making Art Activities Work In-class work time: Lesson plans (& artwork examples) & Differing Needs	Reaching and Teaching Students with Special Needs: Chap 4-6	Contact 1 st Cooperating Teacher Review school district website. Print district calendar. Register for Praxis II: Art Content Knowledge
#4	R Feb 2	Differing Needs In-class work time	Reaching and Teaching Students with Special Needs: Chap 7-9	Recommended: Begin to apply for Substitute Teach. Certificate (Finger Printing & Clearances)
#5	M Feb 6	Differing Needs Presentations	Art Teacher's Book of Lists: Browse Chap 1-5	Differing Needs Presentation
#6	R Feb 9	Lesson Plan 1: Peer Review Discuss Book of Lists In-class work time	Art Teacher's Book of Lists: Browse Chap 6-9	Lesson plan 1 draft
#7	M Feb 13	Discuss Book of Lists Classroom Management Discussion & Activity: Rules, Behavior Plans, Room Organization, Safety (The First Days of School, by Wong)	Art Teacher's Book of Lists: Browse Chap 10-12 (chap. 11 is very useful!)	(make lesson plan 1 revisions)
#8	R Feb 16	In-class Reading: Classroom Management in the Art Room	The Key to Classroom Management (Canvas)	
M Feb 20- F Feb 24		Field Placement 1 (spend a minimum of 11 full days in the school, 88 hours) Teach at least 1 multi-day lesson		
Week 5	M Feb 20	Campus Meeting, 12:50-3:50 pm		
	W Feb 22	Weekly Canvas Discussion Topic: Teachers and Effective characteristics Search the Web and Read a helpful website/article/video about effective	Participate in Weekly Online Discussion on Canvas by Wednesday at 6:00 pm	

		teachers/teaching (provide URL in discussion board). Share your experiences in the art classroom. Post one question or concern.	
	F Feb 24	Student and Instructor Canvas Conference	Observation Assignment Post 4 dates/times teaching dates on Canvas Respond to a classmate's discussion post on Canvas by Friday at 8:00 pm
Week 6	M Feb 27	Campus Meeting, 12:50-3:50 pm	
	W Mar 1	Weekly Canvas Discussion Topic: Curriculum and Instruction Search the Web and Read a helpful website/article/video about curriculum and instruction (provide URL in discussion board). Share your experiences in the art classroom. Post one question or concern.	Participate in Weekly Online Discussion on Canvas by Wednesday at 6:00 pm
	F Mar 3		Respond to a classmate's discussion post on Canvas by Friday at 8:00 pm
Week 7	M Mar 6	Campus Meeting, 12:50-3:50 pm	
	W Mar 8	Weekly Canvas Discussion Topic: Classroom Procedures & Management Search the Web and Read a helpful website/article/video about classroom management (provide URL in discussion board). Share your experiences in the art classroom. Post one question or concern.	Participate in Weekly Online Discussion on Canvas by Wednesday at 6:00 pm Take photographs of student work.
	F Mar 10		Finish Teaching. Collect assessment forms from cooperating teacher Respond to a classmate's discussion post on Canvas by Friday at 8:00 pm

SPRING BREAK: Mar. 13-17 (no class)
Optional: You may spend time in your field placement during this week

	Date	Topic	Readings Due	Assignments Due
#9	M Mar 20	Group Presentations: Lessons and Teaching Reflection (1 st placement)		Final Art Lesson Plan, Present. & 1-pg handout for 1 st placement Cooperating Teacher Assessment Forms- 1st placement
#10	R Mar 23	Understanding Learners: Issues of Diversity, Race, Social Class & Identity AENJ Conference Proposal In-class work time	Building Relationships with Challenging Children (Canvas) <u>OR</u> What Empathy Can Do (Canvas)	
#11	M Mar 27	Review 2 nd Placement Info Distribute Coop Packets Education and Learners Discuss Readings In-class work time	Unbecoming White (Canvas) <u>OR</u> Development of White Identity (Canvas) Embracing Change (Canvas)	Contact 2 nd Coop & Review Website. Print district calendar.
#12	R Mar 30	Teaching Philosophy Draft- Peer Review	Education is Politics (Canvas) <u>OR</u> Schooled in Silence (Canvas) Giving Students What They Need (Canvas) <u>OR</u> It's Hard To Learn When You're Scared	Teaching Philosophy Draft- on Canvas

			(Canvas)	
#13	M Apr 3	Assessment In-class work Time	Assessment in Art Education: Intro & Chapters 1-2	Lesson plan 2 Draft
#14	R Apr 6	Assessment: Discussion & Activity Lesson Plan 2: Peer Review	Assessment in Art Education: Chapters 3-4	(make lesson plan 2 revisions)
#15	M Apr 10	Share in-progress Online Teaching Portfolio with class Budget, Grants, & Scholarships	Assessment in Art Education: Chapters 5-6	Online Teaching Portfolio Draft
#16	R Apr 13	Talking About Student Art: Discussion & Activity	Talking About Student Art: Intro & Chapters 1-2	AENJ Conference Proposal
M Apr 17- F Apr 21		Field Placement 2 (spend a minimum of 11 full days in the school, 88 hours) Teach at least 1 multi-day lesson		
Week 12	M Apr 17	Campus Meeting, 12:50-3:50 pm		
	W Apr 19	Weekly Canvas Discussion Topic: Learners Search the Web and Read a helpful website/article/video about learners (provide URL in discussion board). Share your experiences in the art classroom. Post one question or concern.	Participate in Weekly Online Discussion on Canvas by Wednesday at 6:00 pm	
	F Apr 21	Student and Instructor Canvas Conference	Observation Assignment Post 4 dates/times teaching dates on Canvas Respond to a classmate's discussion post on Canvas by Friday at 8:00 pm	
Week 13	M Apr 24	Campus Meeting, 12:50-3:50 pm		
	W Apr 26	Weekly Canvas Discussion Topic: Art Materials and Techniques Search the Web and Read a helpful website/article/video about art materials and techniques (provide URL in discussion board). Share your experiences in the art classroom. Post one question or concern.	Participate in Weekly Online Discussion on Canvas by Wednesday at 6:00 pm	
	F Apr 28		Respond to a classmate's discussion post on Canvas by Friday at 8:00 pm	
Week 13	M May 1	Campus Meeting, 12:50-3:50 pm		
	W May 3	Weekly Canvas Discussion Topic: Teaching Portfolio. Share your experiences in the art classroom. Post one question or concern.	Submit Online Teaching Portfolio by Wednesday at 6:00 pm Take photographs of student work.	
	F May 5		Finish Teaching. Collect assessment forms from coop. teacher Conduct a peer review of two classmates' portfolios on Canvas by Monday at 8:00 pm	
Finals Week		Group Presentations: Lessons & Teaching Reflections (2 nd placement)	Final Art Lesson Plan, Present. & 1-pg handout for 2 nd placement Coop Teacher Assessment Forms- 2 nd placement	
<p><i>Reminder: You must take the Praxis II Art Content Test (5134) before student teaching. You must pass the test (score 158) before graduation to be eligible for your state teaching certificate. Recommendation: Apply for substitute teaching certificate</i></p>				