NH ART EDUCATION MENTOR NETWORKS COURSE OVERVIEW / MENTOR EXPECTATIONS

AE 305: METHODS AND MATERIALS IN ART EDUCATION
Instructor Cynthia Vascak
Course #2 in the Art Education Course
Sequence 10 Mentorship hours required

Course Overview:
1. Instructional Planning which includes selection of developmentally appropriate art activities, identification of learning objectives which are connected to program goals, the introduction of Standards, and sequential breakdown of activities into daily learning components. As the semester progresses, students will consider compound projects at the high school level which require planning over a two to three week period of time.
2. Instructional Methods which emphasizes Inquiry based motivational discussion and participatory problem-solving.
3. Planning includes the areas of studio production, art criticism, art history, and aesthetics as described by the D.B.A.E. philosophical framework.
4. Engagement with a minimal core of basic materials related to Instructional Planning.
5. Development of a portfolio of planning ideas and resources.
   Safety in the Art room by Charles Qualley
   Selected Articles

Student Requirements at mentor site:
1. Participate with small groups and individual students - working on interpersonal skills and ability to communicate with students as teachers.
2. Develop specific praise and ability to provide critical and supportive feedback to students.
3. Observe motivational methods.
4. Assist the mentor with distribution, clean-up, and storage of materials.
5. Observe the mentor’s use of supporting materials and begin developing a resource list of materials and sources.
6. Study the mentor’s art supplies: identify core supplies and consider storage challenges.
7. Visit school library and study reference resources and children’s literature as appropriate to levels.
8. Prepare an educational display of student work if time permits.

Mentors: focus areas
1. Share information regarding the organization of materials: methods for efficient and orderly distribution, clean-up, and storage of materials and of student work. This is an area almost impossible to address out of context. Your mentee is required to assist you in this area.
2. Review supplies: identify core supply needs, and favorite supplies.
   [Specific budgeting and ordering will wait for student teaching due to extensive time needed to fully discuss].
3. Review concerns and responsibilities for student safety including provision for safe non-toxic art materials relative to supplies and materials being used during observations. If this is a High School placement, identify safety concerns and safe practice.
4. Discuss the remaining objectives and goals of the projects and activities which you are teaching during the observations.
5. Introduce your mentee to your supports and resources and to the school library.
7. Ask your mentee to prepare an educational display of student work if time permits.
8. Continue to support your mentee's growing confidence with student interactions and communication.

An Evaluation form related to the above will be mailed to you at the end of the semesters.
AE 305: METHODS AND MATERIALS IN ART

EDUCATION Student: __________________

Mentor: ________________________________ School:

EVALUATION: This is a qualitative evaluation focusing on areas of growth and development. We welcome your comments and your recommendations for your mentees continued growth and development and preparation for their next participation at your school.

Please write your comments in the spaces provided below.

I. Professional Presence: Dresses appropriately for the professional role; expresses confidence and enthusiasm; and displays responsibility, commitment, and preparation.

H. Helpfulness and Initiative: Helpful with preparation, distribution, and storage of materials. Beginning to assist mentor when requested or self-initiated

III. Interactions with Students: Communicates articulately, displays sensitivity and respect to individual needs and differences; maintains a professional yet caring relationship, and holds the respect of students. Beginning to be comfortable participating with small group and individual students. Beginning to be able to help students with their work and to provide specific praise and supportive critical feedback.
IV. Communication  Mentee is receptive to advice and criticism, asks questions, is beginning to engage with you in discussion, listens thoughtfully, and is beginning to develop a confident level of rapport with mentor and students.

V. Other Comments and Concerns we may not have covered or issues not addressed. All feedback is welcome and helpful.

Signature:

Date:

Return to: Dr. Cynthia Vascak

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