

# **MEQ Teacher-Training Competencies**

## **For Undergraduate Courses**

### **In Art Education**

The various sections of this document articulates the ways in which our curriculum of teacher education ensures that our students are trained in ways that conform to the 12 professional competencies articulated by the MEQ as essential teaching skills. Specifically each course section gives a detailed account of the ways in which our courses cover the content and approaches that are related to the 12 key competencies.

Department of Art Education  
Concordia University

## ARTE 220 - Foundations of Art Education

<b>Competencies</b>	<b>Implementation of Competencies</b>
1. To Act As A Professional Inheritor, Critic And Interpreter Of Knowledge Or Culture When Teaching Students.	<ul style="list-style-type: none"> <li>• Familiarizes students with the history and underlying culture of Art Education in Quebec.</li> <li>• Introduces various theories related to children’s artistic development.</li> <li>• Familiarizes students with competency and social justice issues and their relevance in art education.</li> </ul>
3. To Develop Teaching/Learning Situations That Are Appropriate To The Students Concerned And The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Provides students with an introduction to various teaching styles and techniques and provides the experience of exploring them through a peer teaching model.</li> </ul>
5. To Evaluate Student Progress In Learning The Subject Content And Mastering The Related Competencies.	<ul style="list-style-type: none"> <li>• Establishes an awareness of architecture and the built environment as a key component in the visual arts curriculum.</li> </ul>
10. To Cooperate With Members Of The Teaching Team In Carrying Out Tasks Involving The Development And Evaluation Of The Competencies Targeted In The Programs Of Study, Taking Into Account The Students Concerned	<ul style="list-style-type: none"> <li>• Provides students with the opportunity to work in teams to create and implement a peer-teaching workshop.</li> </ul>

## ARTE 230 - Practicum: Observation and Analysis of Children's Learning

Competencies	Implementation of Competencies
1. To Act As A Professional Inheritor, Critic And Interpreter Of Knowledge Or Culture When Teaching Students.	<ul style="list-style-type: none"> <li>• Observation of students' needs and how teachers adapt to the needs of students.</li> <li>• Research school, and classroom culture.</li> <li>• Familiarize students with MEQ curriculum guides.</li> </ul>
2. To Communicate Clearly In The Language Of Instruction, Both Orally And In Writing, Using Correct Grammar, In Various Contexts Related To Teaching.	<ul style="list-style-type: none"> <li>• Oral presentations in class, individual and group (field experiences/key issues).</li> <li>• Journal writing – reflections on observations attending to key issues and concerns.</li> <li>• Final paper – review professional literature.</li> <li>• Lesson – plan writing.</li> <li>• Teaching one art lesson.</li> </ul>
3. To Develop Teaching/Learning Situations That Are Appropriate To The Students Concerned And The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Design and art lesson based on the needs of the students (assessment made during observation) and in cooperation with the classroom teacher.</li> <li>• Examine the differences between individual and group learning processes.</li> <li>• Prepares the students to effectively plan a teaching unit of 3-4 lessons focusing on a common theme.</li> </ul>
4. To Pilot Teaching/Learning Situations That Are Appropriate To The Students Concerned And To The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Introduces a variety of resource material to motivate project ideas.</li> <li>• Students write journal responses to key issues and concerns relevant to teaching in the elementary classroom – class discussions follow.</li> <li>• Teamwork – teachers work in collaboration with the classroom teacher to develop their art lesson.</li> </ul>
5. To Evaluate Student Progress In Learning The Subject Content And Mastering The Related Competencies.	<ul style="list-style-type: none"> <li>• Self-evaluation - students reflect on their teaching experiences (journals).</li> <li>• Students are evaluated on their planning and teaching.</li> <li>• Introduces the purposes and methods for evaluating student learning.</li> </ul>
6. To Plan, Organize And Supervise A Class In Such A Way As To Promote Students' Learning And Social Development	<ul style="list-style-type: none"> <li>• Students observe and report on co-operating teacher's approach to class management</li> <li>• Gives students the opportunity to observe an experienced teacher teach, manage and discipline an elementary class</li> </ul>
7. To Adapt His/Her Teaching To The Needs And Characteristics Of Students With Learning Disabilities, Social Maladjustments Or Handicaps	<ul style="list-style-type: none"> <li>• Observe characteristics of students that make up the classes they are assigned. Consider characteristics/ special needs of students when planning/teaching their art lesson.</li> </ul>
9. To Cooperate With School Staff, Parents In The Community And Students In Pursuing The Educational Objectives Of The School.	<ul style="list-style-type: none"> <li>• Students work closely with co-operating teachers to design project-based learning.</li> <li>• Provides students with first hand opportunities to collaborate with school staff, interact with colleges and participate in elementary school life.</li> </ul>

<p>10. To Cooperate With Members Of The Teaching Team In Carrying Out Tasks Involving The Development And Evaluation Of The Competencies Targeted In The Programs Of Study, Taking Into Account The Students Concerned</p>	<ul style="list-style-type: none"><li>• Students work closely with co-operating teachers to design project-based learning.</li></ul>
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## ARTE 320 - Multi-Disciplinary Approaches to Art and Teaching

Competencies	Implementation of Competencies
1. To Act As A Professional Inheritor, Critic And Interpreter Of Knowledge Or Culture When Teaching Students.	<ul style="list-style-type: none"> <li>• Needs assessments of various populations in community sites.</li> <li>• Investigate diverse populations in the community.</li> <li>• Art making projects and response to art activities encourage different viewpoints to be expressed.</li> </ul>
2. To Communicate Clearly In The Language Of Instruction, Both Orally And In Writing, Using Correct Grammar, In Various Contexts Related To Teaching.	<ul style="list-style-type: none"> <li>• Oral presentation in class.</li> <li>• Journal writing – reflections on observations attending to key issues and concerns.</li> <li>• Response papers to readings pertaining to the meaning of knowledge, knowing and art.</li> <li>• Readings pertaining to the special needs of various community populations.</li> <li>• Team-teaching at community sites.</li> <li>• Oral and written presentations of research related to art history and aesthetics.</li> <li>• Final presentations of fieldwork experiences (needs assessments and outcome of teaching experiences) – oral and written.</li> </ul>
3. To Develop Teaching/Learning Situations That Are Appropriate To The Students Concerned And The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Needs assessment of community population – assist teacher “mentor” in the development and delivery of art program.</li> </ul>
4. To Pilot Teaching/Learning Situations That Are Appropriate To The Students Concerned And To The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Introduce a variety of resource material to motivate project ideas.</li> <li>• Students interpret readings related to art, knowledge and knowing – class discussions follow.</li> <li>• Teamwork – students work in teams at community sites – instructor, site supervisors and teaching assistants contribute to the team effort as well.</li> </ul>
5. To Evaluate Student Progress In Learning The Subject Content And Mastering The Related Competencies.	<ul style="list-style-type: none"> <li>• Self-evaluation - students reflect on their team teaching experiences (journals).</li> <li>• Students receive feedback from instructor, site supervisors and teaching assistants on their teaching progress.</li> </ul>
6. To Plan, Organize And Supervise A Class In Such A Way As To Promote Students’ Learning And Social Development	<ul style="list-style-type: none"> <li>• Group management skills for teaching at community sites</li> </ul>
7. To Adapt His/Her Teaching To The Needs And Characteristics Of Students With Learning Disabilities, Social Maladjustments Or Handicaps	<ul style="list-style-type: none"> <li>• Teaching in a variety of community settings that address special needs.</li> </ul>

## ARTE 330 - Introduction to Community Art Education

Competencies	Implementation of Competencies
1. To Act As A Professional Inheritor, Critic And Interpreter Of Knowledge Or Culture When Teaching Students.	<ul style="list-style-type: none"> <li>• Needs assessments and project planning based on needs.</li> <li>• Teach diverse populations in the community.</li> <li>• Art making projects and response to art activities encourage the expression of different viewpoints.</li> </ul>
2. To Communicate Clearly In The Language Of Instruction, Both Orally And In Writing, Using Correct Grammar, In Various Contexts Related To Teaching.	<ul style="list-style-type: none"> <li>• Oral presentation in class.</li> <li>• Journal writing – reflections on observations attending to key issues and concerns.</li> <li>• Readings pertaining to the special needs of various community populations.</li> <li>• Unit and lesson plan writing.</li> <li>• Team-teaching at community sites.</li> <li>• Final presentations of fieldwork experiences (needs assessments and outcome of teaching experiences) – oral and written.</li> </ul>
3. To Develop Teaching/Learning Situations That Are Appropriate To The Students Concerned And The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Design unit and project plans based on needs assessment of community populations and team-teach at these sites.</li> </ul>
4. To Pilot Teaching/Learning Situations That Are Appropriate To The Students Concerned And To The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Introduce a variety of resource material to motivate project ideas</li> <li>• Students interpret readings related to the needs of various community populations and ways to teach them.</li> <li>• Teamwork – students work in teams at community sites – instructor, site supervisors and teaching assistants contribute to the team effort as well.</li> </ul>
5. To Evaluate Student Progress In Learning The Subject Content And Mastering The Related Competencies.	<ul style="list-style-type: none"> <li>• Self-evaluation - students reflect on their team teaching experiences (journals and final paper).</li> <li>• Students receive feedback from instructor, site supervisors and teaching assistants on their teaching progress.</li> </ul>
6. To Plan, Organize And Supervise A Class In Such A Way As To Promote Students' Learning And Social Development	<ul style="list-style-type: none"> <li>• Group management skills for teaching at community sites</li> </ul>
7. To Adapt His/Her Teaching To The Needs And Characteristics Of Students With Learning Disabilities, Social Maladjustments Or Handicaps	<ul style="list-style-type: none"> <li>• Teaching in a variety of community settings that address special needs.</li> </ul>
9. To Cooperate With School Staff, Parents In The Community And Students In Pursuing The Educational Objectives Of The School.	<ul style="list-style-type: none"> <li>• Peer teaching (working with partners).</li> <li>• Team-teaching at community sites (in collaboration with site supervisors).</li> </ul>
10. To Cooperate With Members Of The Teaching Team In Carrying Out Tasks Involving The Development And Evaluation Of The Competencies Targeted In The Programs Of Study, Taking Into Account The Students Concerned	<ul style="list-style-type: none"> <li>• Peer teaching (working with partners).</li> <li>• Team-teaching at community sites (in collaboration with site supervisors).</li> </ul>

## ARTE 352- Light-Based Media

Competencies	Implementation of Competencies
1. To Act As A Professional Inheritor, Critic And Interpreter Of Knowledge Or Culture When Teaching Students.	<ul style="list-style-type: none"> <li>• Students become competent producers of traditional and digital photography, and become critical interpreters of these media as communication and expression in popular culture, mass media and the fine arts.</li> </ul>
2. To Communicate Clearly In The Language Of Instruction, Both Orally And In Writing, Using Correct Grammar, In Various Contexts Related To Teaching.	<ul style="list-style-type: none"> <li>• Students perfect both the vocabulary and the understanding necessary to communicate effectively about video art, mass communication, and TIC (Technologies for Information and Communication).</li> </ul>
3. To Develop Teaching/Learning Situations That Are Appropriate To The Students Concerned And The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Students plan a learning activity using light-based media, selecting appropriate content, materials and instruction methods for their student(s).</li> </ul>
4. To Pilot Teaching/Learning Situations That Are Appropriate To The Students Concerned And To The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Students execute a planned learning activity using light-based media, to practice organizational, decision-making skills, and communication skills.</li> </ul>
5. To Evaluate Student Progress In Learning The Subject Content And Mastering The Related Competencies.	<ul style="list-style-type: none"> <li>• In their lesson planning and execution of a light-based media learning activity, students are required to identify and track appropriate evaluation criteria and means of assessment.</li> </ul>
7. To Adapt His/Her Teaching To The Needs And Characteristics Of Students With Learning Disabilities, Social Maladjustments Or Handicaps.	<ul style="list-style-type: none"> <li>• Students are introduced to ways in which light-based media can be used effectively with students having diverse abilities and learning styles, and from varied social and cultural backgrounds.</li> </ul>
8. To Integrate Information And Communications Technology (ICT) In The Preparation And Delivery Of Teaching Learning Activities And For Instructional Management And Professional Development Purposes.	<ul style="list-style-type: none"> <li>• As part of the digital component of this course, students become familiar with on-line resources to help them develop appropriate curriculum content, and to further develop their professional competencies in light-based media.</li> </ul>
11. To Engage In Professional Development Individually And With Others	<ul style="list-style-type: none"> <li>• The Teaching Activity assignment requires individual written self-reflections on strengths and weakness, and exploration of ways to adjust teaching practice.</li> </ul>
12. To Demonstrate Ethical And Responsible Professional Behaviour In The Performance Of His/Her Duties.	<ul style="list-style-type: none"> <li>• Students are trained in responsible management practices of photographic equipment and facilities.</li> <li>• Students must demonstrate proper ethical practices in the Teaching Activity assignment.</li> <li>• Students must uphold standards of professional behavior in their interactions with student colleagues, in the submission of their course assignments, and their participations in course activities.</li> </ul>

## ARTE 354 - Time-Based Media

<b>Competencies</b>	<b>Implementation of Competencies</b>
1. To Act As A Professional Inheritor, Critic And Interpreter Of Knowledge Or Culture When Teaching Students.	• Teaches students to think critically about the content and conventions of mass communications and media including television and film.
2. To Communicate Clearly In The Language Of Instruction, Both Orally And In Writing, Using Correct Grammar, In Various Contexts Related To Teaching.	• Students perfect both the vocabulary and the understanding necessary to communicate effectively about video art, mass communication, and TIC (Technologies for Information and Communication).
3. To Develop Teaching/Learning Situations That Are Appropriate To The Students Concerned And The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	• Students become familiar with the pedagogical approaches required for teaching TIC and communications arts.
4. To Pilot Teaching/Learning Situations That Are Appropriate To The Students Concerned And To The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	• Students develop a lesson plan focusing on integrating NTIC or other technologies in their teaching practice.
8. To Integrate Information And Communications Technology (ICT) In The Preparation And Delivery Of Teaching Learning Activities And For Instructional Management And Professional Development Purposes.	• About one-third of the total contact hours is devoted to this objective. Students learn about non-linear computer-based video editing. They also learn how to adapt this technology for use in teaching various age groups. The course also examines, in a critical way, the role of television and cinema in popular culture.
11. To Engage In Professional Development Individually And With Others	• Students develop an appreciation of the need for the continued upgrading of their knowledge and teaching skills as regards time-based media.
12. To Demonstrate Ethical And Responsible Professional Behaviour In The Performance Of His/Her Duties.	• Students become familiar with the particular ethical issues surrounding the use and production of reproducible time-based products: authorship, proprietorship, appropriation, and copyright protection.

## ARTE 398 - Special Topics in Art Education

<b>Competencies</b>	<b>Implementation of Competencies</b>
1. To Act As A Professional Inheritor, Critic And Interpreter Of Knowledge Or Culture When Teaching Students.	<ul style="list-style-type: none"> <li>• Promotes a better understanding of the educational challenges posed by contemporary art and prepares the student to act as an interpreter of contemporary art practices.</li> </ul>
2. To Communicate Clearly In The Language Of Instruction, Both Orally And In Writing, Using Correct Grammar, In Various Contexts Related To Teaching.	<ul style="list-style-type: none"> <li>• Students learn the key terms and concepts addressed in contemporary art. They are required to debate and criticize these both in classroom discussions and in a written term paper.</li> </ul>
3. To Develop Teaching/Learning Situations That Are Appropriate To The Students Concerned And The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Students identify approaches and strategies for successfully teaching about contemporary art.</li> </ul>
4. To Pilot Teaching/Learning Situations That Are Appropriate To The Students Concerned And To The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Students develop, teach, and assess a teaching unit focusing on contemporary art.</li> </ul>

## ARTE 420 - Art Education for the Elementary School

Competencies	Implementation of Competencies
1. To Act As A Professional Inheritor, Critic And Interpreter Of Knowledge Or Culture When Teaching Students.	<ul style="list-style-type: none"> <li>• Needs assessment of elementary school population.</li> <li>• Adapt teaching to the diverse needs of the group.</li>   <li>• Work with classroom teachers to develop interdisciplinary teaching units of study.</li> <li>• Art making projects and response to art activities encourage different viewpoints to be expressed.</li> <li>• <i>History of art education -- the old and the new.</i> Different approaches to project-based learning - a look at the cycle system and collaborative work in teaching.</li> </ul>
2. To Communicate Clearly In The Language Of Instruction, Both Orally And In Writing, Using Correct Grammar, In Various Contexts Related To Teaching.	<ul style="list-style-type: none"> <li>• Oral presentation in class.</li> <li>• Journal writing – reflections on observations attending to key issues and concerns.</li> <li>• Unit and lesson plan writing for elementary education (focus on project-based learning and interdisciplinary approaches).</li> <li>• Effective teaching in an elementary classroom requires written and oral skills at a high level.</li> <li>• Final presentations of fieldwork experiences (needs assessments and outcome of teaching experiences) – oral and written.</li> <li>• Logbook documenting teaching accomplishments (professional presentation to include motivational resources, teaching plans and documentation of results).</li> </ul>
3. To Develop Teaching/Learning Situations That Are Appropriate To The Students Concerned And The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Design unit and project plans based on needs assessment of students in the elementary classroom and teach art lessons and art integrated with other subjects (project based learning).</li> </ul>
4. To Pilot Teaching/Learning Situations That Are Appropriate To The Students Concerned And To The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Introduce a variety of resource material to motivate project ideas.</li> <li>• Students interpret readings related to teaching in the elementary classroom.</li> <li>• Students in specialization worked collaboratively with classroom teachers.</li> </ul>
5. To Evaluate Student Progress In Learning The Subject Content And Mastering The Related Competencies.	<ul style="list-style-type: none"> <li>• Self-evaluation - students reflect on their teaching experiences (journals, logbooks, and final paper).</li> <li>• Students receive feedback from course instructor, cooperating teacher and teaching assistants on their teaching progress.</li> <li>• Students learn methods of evaluating students' progress (elementary education)</li> </ul>
6. To Plan, Organize And Supervise A Class In Such A Way As To Promote Students' Learning And Social Development	<ul style="list-style-type: none"> <li>• Teaching approaches for class management (elementary education)</li> </ul>

7. To Adapt His/Her Teaching To The Needs And Characteristics Of Students With Learning Disabilities, Social Maladjustments Or Handicaps	<ul style="list-style-type: none"> <li>• Learning about teaching for special needs (elementary education).</li> </ul>
9. To Cooperate With School Staff, Parents In The Community And Students In Pursuing The Educational Objectives Of The School.	<ul style="list-style-type: none"> <li>• Students work closely with co-operating teachers to design project-based learning (elementary school)</li> </ul>
10. To Cooperate With Members Of The Teaching Team In Carrying Out Tasks Involving The Development And Evaluation Of The Competencies Targeted In The Programs Of Study, Taking Into Account The Students Concerned	<ul style="list-style-type: none"> <li>• Students work closely with co-operating teachers to design project-based learning (elementary school).</li> </ul>

**ARTE 422 - Art Education in the Secondary School I****ARTE 423 - Practicum in the Secondary School I**

<b>Competencies</b>	<b>Implementation of Competencies</b>
4. To Pilot Teaching/Learning Situations That Are Appropriate To The Students Concerned And To The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"><li>• Exposes students to methods and themes appropriate for teaching secondary school students.</li></ul>
6. To Plan, Organize And Supervise A Class In Such A Way As To Promote Students' Learning And Social Development	<ul style="list-style-type: none"><li>• Helps students identify organizational problems that hinders the smooth running of a secondary art class. Explores methods that can be used to solve problems with students who exhibit inappropriate behaviors.</li></ul>
8. To Integrate Information And Communications Technology (ICT) In The Preparation And Delivery Of Teaching Learning Activities And For Instructional Management And Professional Development Purposes.	<ul style="list-style-type: none"><li>• Develops critical judgment regarding the benefits and limitations of information and communications technologies as a teaching and learning resource.</li></ul>
10. To Cooperate With Members Of The Teaching Team In Carrying Out Tasks Involving The Development And Evaluation Of The Competencies Targeted In The Programs Of Study, Taking Into Account The Students Concerned	<ul style="list-style-type: none"><li>• Provides supportive environment that enables students to contribute to the work of a teaching team in an effective manner.</li><li>• Provides an environment where students can engage in making constructive criticism with respect to other students' work.</li></ul>

**ARTE 424 - Art Education in the Secondary School II****ARTE 425 - Practicum in the Secondary School II**

<b>Competencies</b>	<b>Implementation of Competencies</b>
1. To Act As A Professional Inheritor, Critic And Interpreter Of Knowledge Or Culture When Teaching Students.	<ul style="list-style-type: none"> <li>• In planning art lessons at the High School level, the teaching intern has to consider how he/she will get art class pupils to function as inheritors, critics and interpreters of art. Specific lesson plans created by interns address all or some of these competencies. All of these competencies are developed with special attention to visual aspects of popular/contemporary culture.</li> </ul>
2. To Communicate Clearly In The Language Of Instruction, Both Orally And In Writing, Using Correct Grammar, In Various Contexts Related To Teaching.	<ul style="list-style-type: none"> <li>• Teaching in a classroom requires excellent mastery of the language of instruction. Cooperating teacher and teaching supervisor provide key feedback and critique.</li> </ul>
3. To Develop Teaching/Learning Situations That Are Appropriate To The Students Concerned And The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Develop teaching/learning situations.</li> <li>• Interns prepare lesson plans that facilitate the development and dissemination of the competencies envisioned.</li> <li>• Specific subject content is targeted.</li> </ul>
4. To Pilot Teaching/Learning Situations That Are Appropriate To The Students Concerned And To The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Interns have an extended period of time at the High School to pilot and develop lessons in art. Interns have a chance to integrate feedback from observers such as the cooperating teacher and supervisor and find ways of refining the lesson in terms of content and goals.</li> </ul>
5. To Evaluate Student Progress In Learning The Subject Content And Mastering The Related Competencies.	<ul style="list-style-type: none"> <li>• Interns have a chance to present content that is consistent with the High School art Curriculum and the cooperating teacher's present needs.</li> <li>• Learning units are planned in collaboration with the host teacher and critiqued by host teacher and teaching supervisor.</li> </ul>
6. To Plan, Organize And Supervise A Class In Such A Way As To Promote Students' Learning And Social Development	<ul style="list-style-type: none"> <li>• Feedback from the host teacher and teaching supervisor help the intern to identify strengths and weaknesses in teaching technique. Interns are encouraged to monitor their own teaching in class as it unfolds, via audiotape and even (where permitted) videotape. Interns engage in formative evaluation of their own teaching performance.</li> </ul>
7. To Adapt His/Her Teaching To The Needs And Characteristics Of Students With Learning Disabilities, Social Maladjustments Or Handicaps	<ul style="list-style-type: none"> <li>• Learning disabilities.</li> <li>• Anecdotal material relating to learning disabilities is explored in the seminar, when classroom events raise issues about learning disabilities and special populations.</li> </ul>
8. To Integrate Information And Communications Technology (ICT) In The Preparation And Delivery Of Teaching Learning Activities And For Instructional Management And Professional Development Purposes.	<ul style="list-style-type: none"> <li>• Interns learn to plan for and integrate technologies available in the classroom. i.e. computer visual software, video, video editing, other light-based media.</li> </ul>

<p>9. To Cooperate With School Staff, Parents In The Community And Students In Pursuing The Educational Objectives Of The School.</p>	<ul style="list-style-type: none"> <li>• Provides students with first hand opportunities to collaborate with school staff, interact with colleagues and participate in secondary school life.</li> <li>• Professors and cooperating teachers provide students with feedback on this aspect of their professional development.</li> <li>• This course provides key, real-life experiences in dealing with staff and other professional colleagues. Taking their cue from the collaborating teacher, interns learn how to behave professionally in everyday school situations.</li> </ul>
<p>10. To Cooperate With Members Of The Teaching Team In Carrying Out Tasks Involving The Development And Evaluation Of The Competencies Targeted In The Programs Of Study, Taking Into Account The Students Concerned</p>	<ul style="list-style-type: none"> <li>• Interns know that one of the key expectations is that they will integrate themselves into the teaching team at the school, and that they will be expected to contribute to the formal and informal curriculum in the classroom.</li> </ul>
<p>11. To Engage In Professional Development Individually And With Others</p>	<ul style="list-style-type: none"> <li>• This course provides one of the first steps in the intern's life as a professional teacher. The contacts made as an intern sometime form the basis for employment in the school system.</li> </ul>
<p>12. To Demonstrate Ethical And Responsible Professional Behaviour In The Performance Of His/Her Duties.</p>	<ul style="list-style-type: none"> <li>• As part of the seminar in teaching that accompanies the High School teaching experience, interns discuss the many and varied ethical questions that come up in the process of observing and teaching in a contemporary high school.</li> <li>• Through fieldwork students become aware of the professional conduct and expectations.</li> <li>• Assessment of school internships includes a professional conduct component.</li> </ul>

## ARTE 432 - Community Art Education: Theory and Practice

Competencies	Implementation of Competencies
1. To Act As A Professional Inheritor, Critic And Interpreter Of Knowledge Or Culture When Teaching Students.	<ul style="list-style-type: none"> <li>• Teach diverse populations in the community.</li> <li>• Art making projects and response to art activities encourage the expression of different viewpoints.</li> </ul>
2. To Communicate Clearly In The Language Of Instruction, Both Orally And In Writing, Using Correct Grammar, In Various Contexts Related To Teaching.	<ul style="list-style-type: none"> <li>• Oral presentation in class.</li> <li>• Journal writing – reflections on observations attending to key issues and concerns.</li> <li>• Readings pertaining to the special needs of various community populations.</li> <li>• Unit and lesson plan writing.</li> <li>• Team-teaching at community sites.</li> <li>• Final presentations of fieldwork experiences (needs assessments and outcome of teaching experiences) – oral and written.</li> </ul>
3. To Develop Teaching/Learning Situations That Are Appropriate To The Students Concerned And The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Design unit and project plans based on needs assessment of community populations and act as mentor teachers working as a team member with second year students.</li> </ul>
4. To Pilot Teaching/Learning Situations That Are Appropriate To The Students Concerned And To The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Introduce a variety of resource material to motivate project ideas.</li> <li>• Students interpret readings related to the needs of various community populations and ways to incorporate conceptual themes in their teaching. Teamwork – students work in teams at community sites – instructor, site supervisors and teaching assistants contribute to the team effort as well.</li> </ul>
5. To Evaluate Student Progress In Learning The Subject Content And Mastering The Related Competencies.	<ul style="list-style-type: none"> <li>• Self-evaluation - students reflect on their teaching experiences (journals and final paper).</li> <li>• Students receive feedback from instructor, site supervisors and teaching assistants on their teaching progress.</li> </ul>
6. To Plan, Organize And Supervise A Class In Such A Way As To Promote Students' Learning And Social Development	<ul style="list-style-type: none"> <li>• Group management skills for teaching at community sites</li> </ul>
7. To Adapt His/Her Teaching To The Needs And Characteristics Of Students With Learning Disabilities, Social Maladjustments Or Handicaps	<ul style="list-style-type: none"> <li>• Teaching in a variety of community settings that address special needs.</li> </ul>
9. To Cooperate With School Staff, Parents In The Community And Students In Pursuing The Educational Objectives Of The School.	<ul style="list-style-type: none"> <li>• Team-teaching at community sites (in collaboration with site supervisors).</li> </ul>
10. To Cooperate With Members Of The Teaching Team In Carrying Out Tasks Involving The Development And Evaluation Of The Competencies Targeted In The Programs Of Study, Taking Into Account The Students Concerned	<ul style="list-style-type: none"> <li>• Team-teaching at community sites (in collaboration with site supervisors).</li> </ul>

## ARTE 434 - Professional Practice for Art Educators

Competencies	Implementation of Competencies
1. To Act As A Professional Inheritor, Critic And Interpreter Of Knowledge Or Culture When Teaching Students.	<ul style="list-style-type: none"> <li>• Needs assessment of preschool population.</li> <li>• Adapt teaching to the diverse needs of the group.</li> <li>• Work with classroom teachers to develop interdisciplinary teaching units of study.</li> <li>• Art making projects and response to art activities encourage the expression of different viewpoints.</li> </ul>
2. To Communicate Clearly In The Language Of Instruction, Both Orally And In Writing, Using Correct Grammar, In Various Contexts Related To Teaching.	<ul style="list-style-type: none"> <li>• Oral presentation in class.</li> <li>• Entrepreneurial skills – Proposal writing - marketing and delivering peer workshop.</li> <li>• Unit and lesson plan writing for community teaching (majors) and preschool (specialists) teaching.</li> <li>• Teaching at a community site (majors) and preschool (specialists).</li> <li>• Final presentations of fieldwork experiences (needs assessments and outcome of teaching experiences) – oral and written.</li> <li>• Teaching portfolio documenting teaching accomplishments (professional presentation to include motivational resources, teaching plans and documentation of results).</li> </ul>
3. To Develop Teaching/Learning Situations That Are Appropriate To The Students Concerned And The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Design unit and project plans based on needs assessment of community populations (major) or students in the preschool classroom (specialists).</li> <li>• Teach at community sites (major) or in the preschool setting (specialists).</li> <li>• Market and deliver a peer workshop based on the needs of peers with previous background in art.</li> </ul>
4. To Pilot Teaching/Learning Situations That Are Appropriate To The Students Concerned And To The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Introduce a variety of resource material to motivate project ideas.</li> <li>• Students interpret readings related to teaching in the preschool classroom (specialists) or community sites (major).</li> <li>• Teamwork – students work in teams at community sites – instructor, site supervisors and teaching assistants contribute to the team effort as well.</li> <li>• Students in specialization worked collaboratively with classroom teachers.</li> </ul>
5. To Evaluate Student Progress In Learning The Subject Content And Mastering The Related Competencies.	<ul style="list-style-type: none"> <li>• Self-evaluation - students reflect on their teaching experiences (journals and final paper).</li> <li>• Students receive feedback from instructor, site supervisors/cooperating teachers and teaching assistants on their teaching progress.</li> <li>• Students learn methods of evaluating students' progress (preschool education).</li> </ul>
6. To Plan, Organize And Supervise A Class In Such A Way As To Promote Students' Learning And Social Development	<ul style="list-style-type: none"> <li>• Teaching approaches for class management (preschool education)</li> <li>• Group management skills for teaching at community sites</li> </ul>

7. To Adapt His/Her Teaching To The Needs And Characteristics Of Students With Learning Disabilities, Social Maladjustments Or Handicaps	<ul style="list-style-type: none"> <li>• Teaching in a variety of community settings that address special needs.</li> <li>• Learning about teaching for special needs (preschool education)</li> </ul>
9. To Cooperate With School Staff, Parents In The Community And Students In Pursuing The Educational Objectives Of The School.	<ul style="list-style-type: none"> <li>• Students work closely with co-operating teachers to design project-based learning (preschool school).</li> <li>• Peer teaching (working with partners).</li> <li>• Team-teaching at community sites (in collaboration with site supervisors).</li> </ul>
10. To Cooperate With Members Of The Teaching Team In Carrying Out Tasks Involving The Development And Evaluation Of The Competencies Targeted In The Programs Of Study, Taking Into Account The Students Concerned	<ul style="list-style-type: none"> <li>• Students work closely with co-operating teachers to design project-based learning (preschool school).</li> <li>• Peer teaching (working with partners).</li> <li>• Team-teaching at community sites (in collaboration with site supervisors).</li> </ul>

## ARTE 498 - Special Topics in Inter-Related Media and Technologies

Competencies	Implementation of Competencies
1. To Act As A Professional Inheritor, Critic And Interpreter Of Knowledge Or Culture When Teaching Students.	<ul style="list-style-type: none"> <li>• Students develop in-depth competency and critical understanding of digital technologies as tools and media for communication and expression in popular culture, mass media and the fine arts, as well as tools for science and business.</li> </ul>
2. To Communicate Clearly In The Language Of Instruction, Both Orally And In Writing, Using Correct Grammar, In Various Contexts Related To Teaching.	<ul style="list-style-type: none"> <li>• Students are held to high standards of language in all assignments. Students must also be able to choose vocabulary and communication styles appropriate to different grade levels.</li> </ul>
3. To Develop Teaching/Learning Situations That Are Appropriate To The Students Concerned And The Subject Content With A View To Developing The Competencies Targeted In The Program Of Study.	<ul style="list-style-type: none"> <li>• Students analyze learning activities, which use digital technologies, to identify how they meet relevant competencies from the programs of study.</li> </ul>
5. To Evaluate Student Progress In Learning The Subject Content And Mastering The Related Competencies.	<ul style="list-style-type: none"> <li>• Students become familiar with the several ways in which ICTs are implicated in the revised curriculum, and develop skills in related specific competencies with appropriate evaluation criteria and methods.</li> </ul>
7. To Adapt His/Her Teaching To The Needs And Characteristics Of Students With Learning Disabilities, Social Maladjustments Or Handicaps	<ul style="list-style-type: none"> <li>• Students are introduced to ways in which digital technologies can be used effectively with students having diverse abilities and learning styles, and from varied social and cultural backgrounds.</li> </ul>
8. To Integrate Information And Communications Technology (ICT) In The Preparation And Delivery Of Teaching Learning Activities And For Instructional Management And Professional Development Purposes.	<ul style="list-style-type: none"> <li>• Students develop extensive skills in the use of hardware, software, and Internet tools for the purposes of presenting instruction and/or engaging students in computer-based learning activities.</li> <li>• Students learn to critically evaluate the Internet resources for the quality of their visual and written content, design and navigation, and educational effectiveness.</li> <li>• Course assignments introduce students to the use of ICTs research and learning tools for their own professional development.</li> </ul>
11. To Engage In Professional Development Individually And With Others	<ul style="list-style-type: none"> <li>• Students develop cooperative strategies to learn the technical content of the course, and to share expertise and resources.</li> <li>• Course assignments reinforce and further develop skills of critical self-reflection.</li> <li>• Students develop in-depth skills for researching, evaluating, and utilizing professional development resources.</li> <li>• Course assignments engage students in cooperative strategies of learning the technical content of the course, and for sharing expertise and resources, which sensitize them to these forms of future professional development.</li> </ul>

<p>12. To Demonstrate Ethical And Responsible Professional Behaviour In The Performance Of His/Her Duties</p>	<ul style="list-style-type: none"><li>• Students become familiar with Canadian Copyright law and its implications for using ICTs in the classroom. Students must demonstrate use of proper citations of visual and text Internet materials.</li><li>• Students must uphold standards of professional behavior in their interactions with student colleagues, in the submission of their course assignments, and their participation in course activities.</li></ul>
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