

## ART 4934c: Student Teaching Seminar

SEMESTER AND YEAR: Spring 2017

MEETING TIMES AND LOCATION: Thursdays 4:00-6:00 PM (see schedule)

CREDIT HOURS: 1

SECTION: 4064

INSTRUCTOR: Dr. Anniina Suominen

INSTRUCTOR OFFICE LOCATION AND HOURS: Norman 12D, E-mail or call for after school times & appointment.

INSTRUCTOR CONTACT INFORMATION: [asuominen@arts.ufl.edu](mailto:asuominen@arts.ufl.edu)

**DESCRIPTION OF THE COURSE:** This course addresses various problems and issues associated with student teaching with an emphasis on teaching methods, classroom management and assessment as they arise from actual classroom practice. In addition to attending periodic seminar meetings, students are expected to compile a teaching portfolio that demonstrates accomplishment of the six (6) Florida Educator Accomplished Practices. Coreq: ARE 4940(11 credit)

**PURPOSE AND OBJECTIVES OF THE COURSE:** This course is taught in conjunction with ARE 4940 Student Teaching. The practical problems and immediate concerns of the students determine to a large extent the actual topical content of the course. Emphasis is placed on professional growth, communal and individual learning based on sharing, constructive feedback, and mutual support during the student teaching experience.

In addition to dealing with practical issues and problems associated with student teaching, this course also involves preparation for seeking employment as an art teacher in the public schools. This aspect of the course covers such matters as writing a resume, letter of application, and preparing for the FTCE exam as well as the job interview experience. At the completion of the course, students will be able to:

- Demonstrate the six (6) Educator Accomplished Practices at the pre-professional level as indicated in a personal teaching portfolio (FEAP 1 Instructional Design and Lesson Planning; FEAP 2 The Learning Environment; FEAP 3 Instructional Delivery and Facilitation; FEAP 4 Assessment; FEAP 5 Continuous Professional Improvement; and FEAP 6 Professional Responsibility & Ethical Conduct)
- Reflect on the successes and potential improvement of his/her instructional decisions based on assessments of individual and group performance (FEAP 4 Assessment).
- Prepare a letter of application and resume for seeking employment as a public school art teacher (FEAP 5 Continuous Professional Improvement).
- Document and assess student work and achievements through written records as well as with photographic and digital devices (FEAP 1 Instructional Design and

Lesson Planning).

- Reflect on a field experience in teaching through an electronic weekly discussions (FEAP 5 Continuous Professional Improvement)
- Construct a resume for a generic letter of application (FEAP 5 Continuous Professional Improvement)

**SCHEDULE FOR THE COURSE:** Students planning to student teach must attend an orientation seminar during the last week of the semester preceding their student teaching semester. Approximately four meetings are scheduled during the student teaching period in which all student teachers return to campus for group seminar. Following student teaching, weekly seminar sessions focus on resume construction, job-seeking strategies, preparation for the FTCE exam, and portfolio construction. Requirements of the Course Students enrolled in this course are required to: (1) successfully complete student teaching (ARE 4940); (2) attend all seminar meetings; (3) complete a student-teaching orientation module; (4) keep an electronic log/journal during student teaching, (5) document their students' work and performance through photographic and digital means; (6) maintain an archive of self-generated lesson plans; (7) construct a resume generic letter of application; and (8) construct a teaching portfolio that demonstrates their accomplishment of the six (6) Florida Educator Accomplished Practices (FEAPs).

**REQUIRED TEXT:** There is no required text. Any course resources and handout are available through the course eLearning site.

**EVALUATION AND GRADING:** Final grades will be based on the timely completion of all requirements for the course. Final grades will be determined according to the following scale:

Grading Scale: 95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D-; 0-59 E. To determine the impact of grades on GPAs: [www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html).

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for additional information on UF grading policies. Please Note: A grade of C- or below will not count toward major requirements.

Students must successfully pass a review of their teaching portfolios to receive a passing grade for the course.

**Attendance:** Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. Attendance is mandatory. Please refer to the UF policy on attendance.  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>

**Assignment Late and make-up policy :** Other than medical or personal emergencies, no extensions will be given for class assignments. Work turned in beyond a deadline will

lose 10% of its full point value and MUST be submitted within one week of deadline for any credit. Students should inform the instructor beforehand, if circumstances prevent work from being turned in on time and reach an agreement in writing for any extensions.

**PROFESSIONALISM:** Teacher professionalism contains three essential characteristics; competence, performance, and conduct—all of which directly impact the teacher’s effectiveness. You will receive a grade on professionalism in this class based on your engagement in class discussions and project work, as well as your demonstrated interest in learning, preparedness each lesson, completion of all class assignments, dependability, consideration of others, and contributions to our learning community.

Professionalism is the expectation to demonstrate behaviors that reflect a commitment to continuous professional abilities and development, ethical practice, and a responsible attitude toward recipients, the profession, and society. It becomes especially critical in the internship context, and it includes respect, compassion, integrity and altruism in relationships with students, colleagues and other stakeholders. Professionalism includes a sensitivity and responsiveness to gender, age, culture, religion, sexual preference, socioeconomic status, and beliefs. With teaching comes responsibility to adhere to principles of confidentiality, scientific/academic integrity, and accountability. Finally, no one has all the answers, so it is important to recognize and identify limitations as well as possibilities in deficiencies in personal and peer performance and assist when possible.

**Academic Honesty Policy:** Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as “the act of lying, cheating, or stealing academic information so that one gains academic advantage.” In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. UF Academic Honesty <http://www.dso.ufl.edu/judicial/academic.php>.

**STUDENT SUPPORT SERVICES:** As a student in a distance learning course or program, you have access to the same student support services that on-campus students have. For course content questions, contact your instructor. For any technical issues you encounter with your course, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit <http://helpdesk.ufl.edu>. For a list of additional student support services links and information, please visit <http://www.distance.ufl.edu/student-services>.

**Students with Disabilities:** Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office may be found on the Web at <http://www.ada.ufl.edu>; reached by phone at (352) 392-7056 TDD: (352) 846-1046 . All course materials may be made available in alternative format on request.

**KEY TASK:** The State of Florida requires all entry-level educators to demonstrate mastery of six (6) Florida Educator Accomplished Practices (FEAPs) at the pre-professional level. In this course, we will pay particular attention to the following Accomplished Practices and indicators of your mastery of those practices.

## Florida Educator Accomplished Practices (FEAPs)

The six (6) Florida Educator Accomplished Practices (FEAPs) are identified below; each Indicator has associated language to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility. For more information, please visit the Educator Assessment System Student Portal at: <https://my.education.ufl.edu/>.

1. Instruction Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation.
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

Your mastery of each indicator will be measured by your work on one key task--developing a teaching portfolio. To pass this course, you must successfully complete all Key Tasks and receive a rating of "Developing," "Accomplished," or "Exceptional." No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification. Students who receive a "Unsatisfactory" rating will be offered a chance to redo the Key Task(s) or, in some cases, to complete a comparable task(s) assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor's discretion.

Key Task	Accomplished Practice	Indicator
Individual contributions to shared on-line discussions	Addresses all 6 FEAPs, particularly  FEAP 4 Assessment: To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative  FEAP 5 Continuous Professional Improvement: To continually strives and demonstrate improvement to instruction and student achievement.	1c). Uses a variety of assessment tools to monitor student progress, achievement and learning gains.  4a). Analyzes and applies data from multiple assessments and measure to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.  5b). Examines and uses data-informed research to improve instruction and student achievement; Can explain why reflection is important to continuous professional improvement.
Student Teaching Orientation Module		Information on the state system of school improvement, accountability and school structure
Teaching Portfolio	FEAPs 1-6	See assignment specific Portfolio Rubric

## Student Teaching and Seminar Tentative Calendar Spring 2017:

Week 1: January-4-13: First week of student teaching.

- Observe and assist your cooperating teacher, learn students' names, assume some classroom duties, and begin planning for the coming weeks.
- Participate in the weekly discussions prior to Sunday at 8 pm every week of student teaching and seminar.
- Remember to document your teaching and student work for your portfolio!

Week 2: January 9-13:

- [We will have our first Student Teaching Seminar meeting on Thursday, January 12 at 4PM in Norman 12.](#)
- This week, you should begin to assume some teaching responsibilities. Try co-teaching a lesson or presentation, one of your cooperating teacher's lessons to a class. Continue to work on learning students' names and planning for coming weeks.

Week 3: January 16-20, (No school on ML King Day)

- Participate in shared (FEAP) weekly discussions
- This week, you should be teaching two classes with your cooperating teacher assisting you.

Week 4: January 23-27

- [We will have our second Student Teaching Seminar meeting on Thursday, January 24 at 4PM in Norman 12.](#)
- This week, you should be teaching three classes with your cooperating teacher assisting you. Please schedule an observation by Dr. Suominen for this week.
- -Don't forget to be documenting your teaching and student work for your portfolio!

Week 5: January 30-February 3

- By the end of this week, you should be teaching the majority of the classes. Your cooperating teacher should be in the background and available for assistance if necessary.
- Also, by the end of this week, your cooperating teacher should fill out a mid-term evaluation and provide you with feedback on improving your teaching performance in the coming weeks.

Week 6: February 6-10

- You should be teaching the majority of the classes.
- Please schedule an observation by Anniina for this week.
- [We will have our third seminar meeting on Thursday, February 9 at 4PM in Norman 12. Please bring samples of student work to the seminar.](#)

Week 7: February 13-17

- You should be teaching the majority (or all) of the classes.

Week 8: February 20-24

- You should be teaching the majority (or all) of the classes.

Week 9: February 17-March 3 (NAEA, New York March 2-4)

- You should be teaching the majority (or all) of the classes.

**Week 10: March 6-10 (UF Spring Break March 4-11, UF Art Education student teachers continue student teaching at their placements)**

- Make plans to begin handing off classes back to your cooperating teacher (and assume a co-teaching role).

**Week 11: March 13-17 Last week of student teaching**

- You should be finishing up lessons, handing back the classes to your cooperating teacher this week, and assuming a co-teaching role.
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**Week 12: March 20-24 (Alachua County Schools Spring Break)**

- Make an appointment (45 minutes) with Annina for this week.
- We will have our fourth seminar meeting on Thursday March 16 at 4PM in Norman Hall. Bring sample portfolio pages and evidence of student learning (a draft copy of complete portfolio).
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**Week 13: March 27-31 make-up week for any absences during student teaching**

- This week may be used to make-up absences during the past weeks to complete a full 11 weeks.

**Week 14: April 3-7**

- Your portfolio is due on Thursday, April 8 at 4 pm.
- We will have at this time a final and fifth seminar meeting on Thursday, April 8, at 4PM in Norman 12 we will discuss getting a teaching job and we review portfolios.

**Week 15: April 10-14**

- Portfolios returned for edits (if needed). Work on final edits on your teaching portfolio.
- Focus on job searches and application materials.

**Week 16: April 17-21 (Classes end April 19, 2017)**

- Final portfolios will be submitted to Live Text by April 19, 2017.