

ARE 4940: Student Teaching in Art Education (1672)

SEMESTER AND YEAR: Spring 2018

MEETING TIMES AND LOCATION: in public schools/art room.

CREDIT HOURS: 11 **SECTION:** 1672

INSTRUCTOR: Dr. Michelle Tillander

INSTRUCTOR OFFICE LOCATION AND HOURS: FAC 103 T 2:30-3:30PM email for additional times & appointment.

INSTRUCTOR CONTACT INFORMATION: 352-392-9977. **E-MAIL:** mtilland@ufl.edu

DESCRIPTION OF THE COURSE: Supervised teaching involving a period of eleven weeks in an Alachua County public school art classroom. **Prereq:** Admission into Student Teaching and completion of the Art Education Professional Core Sequence. Coreq: ARE 4934c.

OVERVIEW AND PURPOSE OF STUDENT TEACHING: Student teaching is the capstone course of the pre-service art education program. The internship provides the art education student with an extended opportunity to apply the theoretical, philosophical, practical, and conceptual knowledge gained from previous coursework and field experiences in a real classroom setting under the supervision of a cooperating teacher and university art education professor.

Once art education students have successfully completed all their professional course work, they apply for student teaching through the Office of Professional Development and Communication (OPDC) in the College of Education. This application must be completed and submitted by the deadline (which is approximately one month into the semester prior to the one in which student teaching takes place). A copy of their fingerprinting form must be submitted to the College of Education prior to the Internship.

Student teaching placements are for eleven weeks in one school, providing candidates with the opportunity to gain firsthand experience working with children in the same art classroom over an extended period of time. These placements are made by the University Supervisor for Art Education. A list of students requesting student teaching placements and a list of local art teachers requesting a student teacher is sent to the Art Education supervisor from the OPDC. School sites for these placements are selected based on several factors including: whether the cooperating teacher requesting an intern has taken the required clinical-training workshop; the quality of the art program offered at the school, and the interest of the teacher candidate in working at a particular grade level (elementary, middle school, or high school). While the majority of these placements occur in Alachua County, students may be placed in neighboring counties.

Over the course of the internship period, the *University Supervisor* makes 2-3 formal visits to the classroom for the purpose of observing the student teacher's performance (see attached Rubric). These formal evaluations are discussed with the student teacher and suggestions for improvements are offered. In addition, the cooperating teacher formally assesses the progress of the student teacher 3-4 times during the internship and discusses these evaluations along with suggestions for improvement with the student teacher.

In addition to enrolling in ARE 4940 Student Teaching, students also take **ARE 4934c Student Teaching Seminar** in which they meet with other art student teachers and the University Supervisor on a regular basis over the course of the semester for discussion and instructional purposes.

Because student teaching is a full-time commitment, student teachers may not register for any other course during the student teaching semester without permission from the Student Teaching Supervisor and The

SAAH Undergraduate Advisor. In addition, a student may not be employed on weekdays while student teaching.

COURSE OBJECTIVES: By the completion the internship, student teachers are expected to demonstrate the following six (6) Florida Educator Accomplished Practices (FEAPs):

1. Instruction Design and Lesson Planning

- Critical Thinking: Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.
- Diversity: Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic backgrounds.

2. The Learning Environment

- Learning Environments: Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
- Technology: Uses appropriate technology in teaching and learning processes.

3. Instructional Delivery and Facilitation

- Human Development and Learning: Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.
- Planning: Plans, implements, and evaluates effective instruction in a variety of learning environments.

4. Assessment

- Assessment: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.
- Communication: Uses effective communication techniques with students and all other stakeholders.

5. Continuous Professional Improvement

- Continuous Improvement: Engages in continuous professional quality improvement for self, students and school.
- Knowledge of Subject Matter: Demonstrates knowledge and understanding of the subject matter.

6. Professional Responsibility and Ethical Conduct

- Ethics: Adheres to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
- Role of the Teacher: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Student teachers are responsible for collecting and developing the evidence and artifacts necessary to demonstrate their compliance with each of the six(6) professional standards. This information is to be placed in the student's teaching portfolio that is submitted for review upon completion of the student teaching practicum. (See the Teaching Portfolio Guidelines for instructions).

In addition to developing a teaching portfolio, student teachers must also complete and submit electronic weekly journal entries that chart his/her progress during the internship. These journal entries allow student teachers to reflect upon and document their student teaching experience, and thus are an important part of their professional development.

REQUIRED TEXT & RESOURCES: No required textbook. Course packet available through Target Copy. Any additional readings and resource will be available online through ARES, UF eLearning Canvas (LMS), and Livetext™ portal(COE).

EVALUATION: A pass/fail grade will be determined by university supervisor in consultation with the cooperating teacher and reported on the student's semester grade report (Observation and Portfolio Rubric). To receive a passing grade (S), a student must: (a) receive a “3” (accomplished) or above in each category of the Teacher Education Intern Rating Sheet; (b) UF Student Teaching Evaluation (online) and (c) receive a “3”(accomplished) rating or above on each of the six (6) Educator Accomplished Practices in his/her teaching portfolio.

Key Task: The State of Florida requires all entry-level educator candidates to demonstrate mastery of six (6) Florida Educator Accomplished Practices (FEAPs) at the pre-professional level. In this course, we will cover all the FEAPs.

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 this key task and receive a rating of “Accomplished” or higher on each indicator. No exceptions will instructor made to this rule, even if you do not plan to teach after graduation. Students who receive a “Developing” or “Unsatisfactory” rating will be offered a chance to redo the key task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily (with a “Accomplished” or “Exceptional”) will receive either an “incomplete” or a “failing grade” at the instructor’s discretion. Students who fail the course must repeat it later.

NOTE: To graduate from the Art Education program with eligibility for teacher certification, a student must receive a passing score on the professional knowledge and subject matter knowledge components of the Florida Teacher Exam (FTCE). It is imperative that students register in the Fall term to take the FTCE exam early in their student teaching semester in order for their scores to be reported to UF in a timely manner.

GRADING SCALE: S= Satisfactory; U= Unsatisfactory

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 affect 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.

STUDENT CONDUCT AND HONESTY CODES: 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.
<https://sccr.dso.ufl.edu/students/student-conduct-code/>

Proper citation formats of APA. All images and text from the Internet, journals, or books must have full **APA** citation to be used in your work. APA Style | Electronic References <http://www.apastyle.org/elecref.html>

UF WRITING STUDIO: The new *Writing Studio*, <http://writing.ufl.edu/writing-studio/> is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. We support independent learning and encourage scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research. Our appointment schedule is now online, and you can make your own appointments. Go to <https://tutortrac.clas.ufl.edu/TracWeb40/Default.html>, and log on with your GatorLink username and UF ID.

STUDENTS WITH DISABILITIES: Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center <https://drc.dso.ufl.edu/>

COUNSELING SERVICES: The Counseling Center provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university. Counseling Center web site: <http://www.counseling.ufl.edu/cwc/> <http://www.counsel.ufl.edu>

The Counseling Center: P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm

- **U Matter we Care** <http://www.umatter.ufl.edu/> If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
- **University Police Department:** (352) 392-1111 or 9-1-1 for emergencies
- **Sexual Assault Recovery Services (SARS),** Student Health Care Center, (352) 392-1161.

ONLINE COURSE EVALUATION PROCESS: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Faculty do not receive the results until after the grades have been finalized. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**UNIVERSITY OF FLORIDA ART EDUCATION PROGRAM
FLORIDA ACCOMPLISHED PRACTICES RATING FORM**

Directions: Each of the following Accomplished Practices is followed by a list of indicators. Check any and all indicators that you find evident in the student’s teaching and/or portfolio to help you decide if the student is demonstrating competency in each practice. When determining the student’s rating in each category, consider the overall consistency and quality of the indicators found, rather than the total number of indicators checked.

Use the following scale to rate the candidate’s evidence of overall competence in each area: 0 - No evidence provided. Unable to evaluate competence; 1 -Evidence of competence is inconclusive and unsatisfactory; 2 - Evidence of developing competence. Needs improvement; 3 - Evidence demonstrates an accomplished level of competence; 4 - Evidence demonstrates exceptional performance and competence.

1. INSTRUCTION DESIGN & LESSON PLANNING	Unsatisfactory	Developing	Accomplished	Exceptional
1a. Aligns instruction with state-adopted standards at the appropriate level of rigor.				
1b. Sequences lessons and concepts to ensure coherence and required prior knowledge				
1c. Designs instruction for students to achieve mastery;				
1d. Selects appropriate formative assessments to monitor learning				
1e. Uses diagnostic student data to plan lessons				
1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.				
2. THE LEARNING ENVIRONMENT	Unsatisfactory	Developing	Accomplished	Exceptional
2a. Organizes, allocates, and manages the resources of time, space, and attention.				
2b. Manages individual and class behaviors through a well-planned management system				
2c. Conveys high expectations to all students				
2d. Respects students’ cultural linguistic and family background				
2e. Models clear, acceptable oral and written communication skills				
2f. Maintains a climate of openness, inquiry, fairness and support;				
2g. Integrates current information and communication technologies				
2h. Adapts the learning environment to accommodate the differing needs and diversity of students				
2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.				
3. INSTRUCTIONAL DELIVERY & FACILITATION	Unsatisfactory	Developing	Accomplished	Exceptional
3a. Deliver engaging and challenging lessons				
3b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter				
3c. Identify gaps in students’ subject matter knowledge				
3d. Modify instruction to respond to preconceptions or misconceptions				
3e. Relate and integrate the subject matter with other disciplines and life experiences				
3f. Employ higher-order questioning techniques				
3g. Apply varied instructional strategies and resources, including appropriate technology to provide comprehensible instruction, and to teach for student understanding				
3h. Differentiate instruction based on an assessment of student learning needs and recognition of				

individual differences in students				
3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement				
3j. Utilize student feedback to monitor instructional needs and to adjust instruction				
4. ASSESSMENT	Unsatisfactory	Developing	Accomplished	Exceptional
4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process				
4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery				
4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains				
4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;				
4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)				
4f. Applies technology to organize and integrate assessment information				
5. CONTINUOUS PROFESSIONAL IMPROVEMENT	Unsatisfactory	Developing	Accomplished	Exceptional
5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs				
5b. Examines and uses data-informed research to improve instruction and student achievement				
5c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons				
5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;				
5e. Engages in targeted professional growth opportunities and reflective practices; and				
5f. Implements knowledge and skills learned in professional development in the teaching and learning process.				
6. PROFESSIONAL RESPONSIBILITY & ETHICAL CONDUCT	Unsatisfactory	Developing	Accomplished	Exceptional
6a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession.				